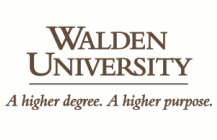

2018

Academic Role and Professional Identity Development in Counselor Education

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This is to certify that the doctoral dissertation by

Seth L. Scott

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2018

Abstract

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by

Seth L. Scott

MA, Regent University, 2007

BS, Emmaus Bible College, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

Walden University

August 2018

Abstract

Professional identity development occurs during graduate training through mentoring, modeling, and academic training by counselor educators. If counselor educators are to transmit this professional identity, they must possess a robust professional identity themselves. Professional identity development theory suggests that the strength of this professional identity may be threatened by a lack of belonging in academia for nontenured or contingent faculty. A correlational research design using a purposeful convenience sample was used to examine the relationship between academic role, employment status, years of experience, and professional identity among counselor educators. The participants (n=50) were counselor educators who subscribe to the CESNET-Listserv. A multiple linear regression analysis was conducted to relate demographic variables to scores on the Professional Identity Scale in Counseling (PISC). There were statistically significant relationships between employment status and overall PISC score (p = .044) and *Engagement Behavior* subscale (p = .013), while academic role was related to *Professional Roles and Expertise* (p = .041) and *Philosophy of the Profession* (p = .024) subscales at statistically significant levels. Years of experience was related to the *Philosophy of the Profession* (p = .046) subscale at a statistically significant level. The potential social change from this study is that a better understanding of factors related to counselor identity in educators may positively influence graduate school mentoring, modeling, and training and thereby strengthen professional identity in counseling students, which in turn may improve the quality of future services to clients.

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Dedication

To my wonderful and patient family, for supporting and encouraging me throughout this process and providing the time and space to work and write. To my amazing wife, Jen, and fabulous children, Suzie and Caleb, this process has involved as much time and patience from you as from me as you made adjustments, took trips, and lived life without me as I completed this process. To my parents, Dave and Debbie, for their care, consideration, prayers, and financial support during these years.

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I would also like to acknowledge the sacrifices made by my family as I have had to withdraw from much of life, missing events and vacations, focused often on research and writing in place of recreation and family. Thank you all for your willingness to be patient with me on this journey, providing constant prayer and encouragement to me with frequent affirmations regarding my ability and motivation for this process. Thank for going above and beyond, making drastic changes like moving to an ancient and broken house to enable this dream of a doctorate to become a reality.

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Chapter 1: Introduction to the Study

Introduction

In exploring updates and changes to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards in 2009, Davis and Gressard (2011) highlighted the requirement of the core faculty for counselor educator training programs as one of the most significant changes. The reason for this emphasis is the continued need for counseling to establish its identity as a profession distinct yet equal to the historical connections in psychology and social work (David & Gressard, 2011). This emphasis stayed with the *2016 CACREP Standards* (CACREP, 2015). Calley and Hawley (2008) contributed to this emphasis on professional identity by establishing components necessary for counselors. Remley and Herlihy (2016) heralded the continued importance of counseling to create a professional identity distinct from other service providers, broadening the components to align with the 2016 CACREP guidelines. Professional identity within the counseling profession contributes to improved effectiveness in the field through accreditation and standardized training approaches (CACREP, 2016), clarified dispositional characteristics (Spurgeon, Gibbons, & Cochran, 2012), credentialing parity with other service providers in access and pay (Remley & Herlihy, 2016), and supportive gatekeeping practices through unified expectations (Ziomek-Daigle & Christensen, 2010). The distinctions of identity in the counseling profession continue to gain momentum with increased attention to professional identity development in the education and supervision literature (Cunningham, 2014; Gale &

Austin, 2003; Healey, 2009; Healey & Hays, 2012; Levin & Hernandez, 2014; Pistole & Roberts, 2002; Prosek & Hurt, 2014).

The disparity in pay, prestige, and presence between full-time faculty and part-time faculty is a topic of continued interest, concern, and research attention in academia (Archer, 2008; Billot, 2010; Cunningham, 2014; Levin & Hernandez, 2014; Magness, 2016). The public concern for the increase in contingent faculty as cheap replacements for noncontingent or tenured faculty throughout higher education is a frequent topic of discussion (Edmonds, 2015; Fruscione, 2014; Magness, 2016). As Magness (2016) discovered, the facts provide a different perspective, highlighting a student to full-time faculty ratio of 25 to one, the same ratio found in a national survey of higher education in 1970. The difference is the growth of for-profit education and the almost complete use of adjunct or part-time faculty within for-profit higher education (Magness, 2016). Many researchers have explored the identity developments of faculty in tenured positions (full-time, noncontingent) and nontenured positions (part-time, adjunct, or full-time contingent positions; Cunningham, 2014; Healey, 2009; Healey & Hays, 2012; Levin & Hernandez, 2014; Swickert, 1997) and the importance of identity development specific to counseling (Alves & Gazzola, 2011; Burkholder, 2012; Dollarhide, Gibson, & Moss, 2013; Luke & Goodrich, 2010; Mellin, Hunt & Nichols, 2011; Moss, Gibson, & Dollarhide, 2014; Reiner, Dobmeier, & Hernández, 2013), but no researchers compare the relationship of these two factors. Addressing whether a relationship exists between academic role and counselor professional identity (CPI) in counselor educators closes the significant chasm within the counselor education literature between the importance of CPI in counselor

education training and the influences to CPI for those providing that instruction. By identifying these factors, counselor education can improve the transmission of CPI for future counselors by reducing the limitations to effective professional identity and belonging among adjunct and part-time faculty.

Problem Statement

A poorly articulated or developed professional identity contributes to higher incidents of burnout and reduced job satisfaction and effectiveness (Pittman & Foubert, 2016). A clearly articulated CPI focused on wellness, human development, empowerment, and the prevention of harm is a critical expression of a counselor's role in advocacy, social change, and ethical counseling behavior (Reiner et al., 2013). Reiner et al. (2013), Woo and Henfield (2015), and Woo, Lu, Harris, and Cauley (2017) highlighted the importance of the graduate training process for the professional identity development of future counselors. This professional identity development occurs through the modeling, mentoring, and academic instruction of counselor educators whose professional identity either informs or detracts from this developmental process (Emerson, 2010; Hawley & Calley, 2009; Mellin et al., 2011; Moss et al., 2014).

In describing the connection between professional identity and the issues of job satisfaction, preparation for occupational challenges, and program completion, Barraclough (2006) highlighted the mentoring he received in his master's program as a developing scholar-practitioner as critical to the establishment of a strong professional identity. Pittman and Foubert (2016) suggested similar findings, noting that a strong professional identity is necessary for job satisfaction and effectiveness. This connection

for mentoring, modeling, and academic training in graduate school is critical for the professional identity development of future counselors by counselor educators during their graduate training process, and its absence impacts the individual and collective identities of the whole counseling profession (Burns, 2017; Calley & Hawley, 2008; Woo, Storlie, & Baltrinic, 2016). Professional identity development occurs in stages through the successful completion of transformational tasks along a counselor's professional life span (Moss et al., 2014; Woo et al., 2017). Without the initiation of professional identity at the beginning stages of a counselor's professional life in graduate school, counselors lack sufficient drive and connection to the profession to maintain their engagement to complete graduate school or obtain licensure (Protivnak & Foss, 2009; Reiner et al., 2013). Counselors without a strong professional identity report feeling less satisfied in their profession with higher rates of burnout and a tendency to leave the counseling profession (Woo & Henfield, 2015).

Although the aforementioned research regarding counselor identity development illuminates important findings, I found no research comparing the identity development of either nontenured, full-time, adjunct, or part-time faculty and tenured, full-time faculty in counselor education. Given such, further research was warranted that could examine this gap to address the documented problem of the struggle for counselors with doctoral degrees in counselor education and supervision to establish a cohesive counseling identity with part-time employment in the field. If full-time faculty positions contribute to improved identity development among counselor educators, the preponderance of contingent positions in the field may inhibit the identity development of counselor

educators and the necessary modeling of identity achievement by these educators for future counselors.

Purpose of the Study

The purpose of this quantitative study was to compare the relationship between the identity development of counselor educators as it related to their professional identity in contingent and noncontingent academic positions. By using Woo's (2013) Professional Identity Scale in Counseling (PISC), I sought to examine the relationship between the academic position on the professional identity of counselor educators in contingent nontenured and noncontingent tenured positions. I hoped this relationship would clarify the factors of CPI in counselor educators and provide direction for the future of counselor training. Researchers explored and delineated many factors of professional identity in counseling, but the combined influence of academic role and its influence on a counselor educator's professional identity was still unknown (Dollarhide et al., 2013; Hawley & Calley, 2009; Moss et al., 2014; Prosek & Hurt, 2014; Reiner et al., 2013; Woo et al., 2017). Clarifying the connection between a counselor educator's academic role and level of professional identity has the potential to improve the development of CPI among future counselors during their formative graduate training to match the vision in our field of strengthening the identity of counselors with a commitment to the mentoring and modeling process.

Research Question and Hypotheses

RQ. What is the relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC?

H_0: There is no statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC.

H_a: There is a statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC.

Theoretical Framework

Professional identity development theory is the integration of the personal and professional selves across the individual, collective, and societal frameworks in the context of a professional community (Burkholder, 2012; Cardoso, Batista, & Graça, 2014; Mellin et al., 2011; Moss et al., 2014). In counseling, professional identity development theory focuses on the unifying elements of wellness, lifespan development, empowerment, and prevention of harm, noting how the personal elements of relationships, values, theories, and techniques integrate with the professional self to form a professional identity (Burkholder, 2012; Moss et al., 2014). Professional identity development theory was from the foundational identity development theory of Erik

Erikson (1968) and combines the identity processes of personal development with a progression in professional training to form an integrated theory for meaning-making and identity in an occupational context (Limberg et al., 2013; Pittman & Foubert, 2016; Trede, Macklin, & Bridges, 2012). Karkouti (2014) posited identity theories as explaining the process of making sense of the world and a person's place and role in the world. Gibson, Dollarhide, and Moss (2010) used a grounded theory approach to describe the transformational tasks required for professional identity development. Professional identity is the process of integrating attributes of the personal identity with professional training within the professional setting (Nugent & Jones, 2009). For counseling, the transformational tasks of professional identity development include individuals discovering their personal definitions of counseling, adopting responsibility for professional growth, and integrating the personal and professional selves into a systemic counselor identity (Gibson et al., 2010).

The professional identity development model defines factors for enhancing identity development among students and new professionals (Pittman & Foubert, 2016). Counselor educators have used this model to define the necessary professional training tasks for students and new counselors (Reiner et al., 2013), the role of professional associations in professional identity development (Luke & Goodrich, 2010), and an exploration of factors unique to mental health counselors' professional identity (Burkholder, 2012; Mellin et al., 2011; Woo et al., 2016; Woo et al., 2017). These authors provided additional frameworks for my use of this theory in exploring whether a

counselor educator's academic role influences how the counselor educator integrates personal attributes with this role.

Nature of the Study

I used a correlational design for my study, as the intent was to study the relationships between the independent variables (IV) of employment status, tenure status, and years of experience as a counselor educator and dependent variable (DV) of CPI as measured by Woo's (2013) PISC (Campbell & Stanley, 1963). I gathered the data using a survey design, and the data was cross-sectional as I collected the data at one point in time. I used a demographic form (Appendix A) to collect the IVs of employment status, tenure status, and years of experience as a counselor in the field. Some of the data analyses included *t* tests (determine the difference between groups of respondents on the DV), as well as correlations and multiple linear regression (based on the scoring of the instrument used for the DV).

Definitions

Employment status: Employment status describes whether the counselor educator is in a contingent or noncontingent academic role. Researchers often group nontenured faculty into the part-time and adjunct pool labelled contingent faculty as they lack the job protection and securities of the tenure system (Cunningham, 2014; Levin & Hernandez, 2014; Moorehead, Russell, & Pula, 2015; Reybold & Corda, 2011). Nontenured full-time faculty span each of these worlds, depending on (a) their likelihood of receiving tenure, or (b) whether the institution has an alternative employment plan or status aside from the tenure system, as this model departs from American higher education historical

norms. Although many institutions in American postsecondary education are doing away with a tenure system in favor of outcome- or merit-based practices and competitive salaries (Flaherty, 2017; Gittleman, 2015), this change simply highlights the continued concern regarding job security and belonging for nontenured faculty.

Tenure status: Tenure status refers to the protected employment status provided to academics beginning in the 1940s as a means to ensure freedom and autonomy in research and instruction in American higher education while preventing arbitrary firing or dismissal (Flaherty, 2017; Gittleman, 2015). Savage (2002) contended that tenure provides faculty with ownership to the institution and incentive for maintaining high academic standards. With two-thirds of the faculty in American higher education working as part-time, adjunct, or limited-hire contractors, only about 30 percent of faculty possess tenure status today (Gittleman, 2015). Nontenured faculty, whether working full-time or not, are considered contingent faculty due to their lack of job protection (Cunningham, 2014).

Years of experience as a counselor educator: Because professional identity matures throughout the developmental stages of professional growth, the amount of time an individual spends as a counselor educator should have an impact on a person's level of professional identity (Choate, Smith, & Spruill, 2005; Woo et al., 2017). An important difference exists, however, with the type of occupation or field in which this counselor practices, noting that a counselor experienced in clinical counseling may develop a different professional identity from a counselor working as a counselor educator, as the

latter possesses different and broader emphases for professional identity and development (Carlson, Portman, & Bartlett, 2006; Hall & Burns, 2009; Woo et al., 2017).

Professional identity: Professional identity consists of the personal values and ingrained self-concepts, attributes, and experiences combined with a professional context, skills, and self-labeling as a professional, providing a stable sense of self as an active contributor to the profession (Karkouti, 2014; Pittman & Foubert, 2016). According to this definition, professional identity development occurs as a professional integrates personal and professional selves within the context of a professional community, including intrapersonal and interpersonal dimensions (Gibson et al., 2010; Moss et al., 2014).

Counselor professional identity (CPI): CPI, on a basic level, describes how counselors define who they are, what they do, how they are different from other helping professions (e.g., counseling psychology, psychiatry, social work), and the distinctions with their academic training and licensure (Emerson, 2010; Woo, 2013; Woo et al., 2017). CPI includes counseling's unique emphasis on prevention of harm, wellness, lifespan development, empowerment, and advocacy (Reiner et al., 2013; Edmonds, 2010; Woo, 2013). Drawing from extensive literature seeking to define this concept, CPI consists of (a) knowledge and understanding of the profession's history, (b) knowledge and understanding of the philosophical foundations of the profession, (c) knowledge of the roles and functions of counselors and their similarities and differences from other mental health professions, (d) sense of professional pride, (e) involvement in professional

organizations and advocacy, and (f) knowledge and understanding of the professional code of ethics (Emerson, 2010; Woo, 2013).

Professional Identity Scale in Counseling (PISC): The PISC, developed by Woo (2013) and validated by Harwood (2017), Littlefield (2016), and Woo and Henfield (2015), consists of 53 total items across the six domains of CPI noted above (Woo & Henfield, 2015). The scale provides a method for measuring "professional identity in counseling professionals across all counseling sub-specialties and sub-populations" (Woo, 2013, p. 1).

Assumptions

An assumption of this study was that counselor educators in nontenured positions struggle to establish a professional identity as a counselor educator because their professional context is split, either between multiple institutions or between academia and clinical practice. Because a master's degree in counseling is a terminal degree preparing an individual for a job as a professional counselor, counselors moving beyond this professional identity into the world of counselor education may struggle to adapt to the changed expectations and broadened identifiers of scholarship, research, and advocacy inherent in counselor education (Calley & Hawley, 2008; Choate et al., 2005; Coppock, 2011). I assumed that this transition in identity from professional counselor to counselor educator required a strong acceptance and affirmation for this new role, encouraging counselor educators to do the hard work of professional identity development.

However, because professional identity is predominantly the idea of how persons introduce themselves to others (Woo et al., 2017), a counselor educator working at

multiple institutions in a nontenure position while balancing a clinical practice may not feel comfortable defining themselves as a counselor educator or a professor but may stick with professional counselor as a title for self-identification. This limitation in self-identification may influence the perspective of the counselor educator to approach the field from the broader lens of counselor education, focusing beyond the clinical tasks to include teaching, supervision, leadership, advocacy, scholarship, and research. These assumptions drove my exploration for evaluating a connection between academic role and CPI as a means of improving the status and identity development of counselor educators in this position.

Scope and Delimitations

I limited this study to counselor educators with doctorates in counselor education and supervision to align with the existing research in CPI while addressing the gap of whether academic role is a factor in the CPI of counselor educators. By limiting my theoretical framework to professional identity development theory, I was able to sharpen the focus of identity exploration for the research to the model of integrated personal and professional identity without needing to additionally explore personal identity development. The scope of the research encompassed all regions of the United States, drawing participants from CACREP-accredited programs because of its alignment of the 2009 and 2016 standards with the definition of CPI. The findings of this study provided generalizability for all counselor education and supervision faculty, whether tenured or nontenured, as a means for improving professional identity development.

Limitations

A limitation of the study was the potential for a lower response rate than desired for statistical significance. I intended to address this limitation by using purposive convenience sampling initially to distribute the study to participants from the CESNet listserv. If these strategies still did not produce sufficient responses, I intended to utilize members of Walden's Participant Pool and engage snowball sampling by contacting faculty listed in CACREP-accredited programs, but I did not end up needing additional responses.

A second limitation was the scope of the study. Because I only intended to evaluate the relationship between academic role and professional identity development among doctoral graduates of counselor education and supervision programs, graduates who did not pursue academic placements were not included, which may have produced a limited perspective of CPI across the broader field of counseling. A final limitation was the use of only one metric, the PISC, to measure identity development. Although future studies may provide additional metrics for evaluating CPI, the PISC seems to have provided the most comprehensive and accessible measure for this study at this time.

Significance and Social Change Implications

Using this study to determine whether a relationship exists between academic role and professional identity provided the insight necessary to support professional identity development among counselor educators in the needs and expressions of their academic positions in a changing climate of higher education. In a climate of continued struggle for counseling to establish itself as a peer of psychology and psychiatry with unique

emphases in prevention education, empowerment, wellness, and lifespan development, the transmission of a comprehensive and consistent professional identity is critical to the establishment of counseling as relevant to the needs of society (Kaplan & Gladding, 2011). I intend to disseminate the findings of this study through the *Counselor Education and Supervision Journal* of the Association for Counselor Education and Supervision (ACES) by providing the findings to all the individual and academic participants and by providing access to the dissertation to all ACES members through the CESNET-Listserv. By recognizing the influence of the academic role on professional identity development, counselor education and supervision students can establish identities independent of their future academic role, supporting improvements in professional identity within the graduate training process and not waiting until they enter the arena of academic instruction when a stilted identity may influence future counselors.

If this study demonstrated a connection between academic role and CPI, it would strengthen advocacy efforts for changes to contingent positions in counselor education. This study demonstrated that the field of counseling is pursuing cross purposes by allowing expansive use of contingent faculty in academic programs while attempting to strengthen the professional identity of the profession. By connecting the hiring practices of counselor training with the stated intentions of strengthened identity for the field, continued improvements can occur through advocacy for policy change in accreditation standards, hiring practices at institutions, and pay scale and course loads for contingent faculty. Counseling, along with other social science disciplines, lacks equity in pay and prestige within higher education (Savage, 2002). A critical competency in counseling is

the role of advocacy and leadership for clients, students, and as a discipline (CACREP, 2015), but without the ability to demonstrate a connection between hiring practices and pay in the field, the opportunities for advocacy are limited. Counseling emphasizes counselor wellness as a critical element for providing effective client care (ACA, 2014), but the lack of social justice advocacy promoting the need for parity with the training of counselors in higher education limits the scope of reach or benefit for counselor wellness possible within this field. For counseling to effectively engage social justice issues as a profession, it must first begin by improving the equity and advocacy for its educational and training processes promoting CPI.

Conclusion

Counselor educators fill a critical role in supporting the future of the counseling profession through the transmission of professional identity to counseling students as future professionals (Calley & Hawley, 2008). A strong CPI provides protection for counselors from ethical boundary violations (Mascari & Webber, 2006) and burnout while improving job satisfaction, health, and effectiveness (Hill, 2004; Kaplan & Gladding, 2011; Pittman & Foubert, 2016). If the process of professional identity development in counseling occurs through the transmission of values and identity in relationship with faculty mentors and models (Moss et al., 2014; Limberg et al., 2013; Reiner et al., 2013), then the vision for strengthening the professional identity in counseling (ACA, 2010; Kaplan, Tarvydas, & Gladding, 2014) rests on the strength of professional identity of counselor educators (Woo et al., 2017).

As American higher education shifts to a predominant use of contingent faculty to replace tenured faculty as primary instructors across academic disciplines, the professional identity of these contingent faculty becomes stunted or underdeveloped from a lack of belongingness to the professional context, few opportunities for engagement in the academic discourse, and poor life satisfaction with work overload and burnout (Cunningham, 2014; Levin & Hernandez, 2014; Winter, 2009; Woo, Henfield, & Choi, 2014). If counseling is to strengthen its identity, the influence of the academic role in professional identity development of counselor educators is an important component for the success of this vision. By using the PISC to determine whether tenured or nontenured faculty status influenced professional identity development among counselor educators, counselor educators can use the tools of leadership and advocacy to improve conditions of faculty and improve the effectiveness of the transmission of CPI for future counselors and counselor educators.

In the following chapter, I provide additional context to the struggle for professional identity in counseling and counselor education. I expand the foundation for understanding the factors influencing professional identity, comparing counseling with other disciplines. I also explain how the field of counseling has sought clarity and unity regarding a definition of CPI and the elements that produce it for decades, landing on a consensus definition in the past few years that provides an important milestone for moving counseling forward as a profession.

Chapter 2: Literature Review

Introduction

The field of counseling and counselor education continues to struggle to define and explain a comprehensive professional identity encompassing the various divisions and specialties within the field while also delineating the distinctions of counseling from related human services (Bobby & Urofsky, 2011; Burns, 2017; Burns & Cruikshanks, 2017; Calley & Hawley, 2008; Coppock, 2011; Davis & Gressard, 2011; Emerson, 2010; Gale & Austin, 2003; Gignac, 2015; Granello & Young, 2012; Hall & Burns, 2009; Hanna & Bemak, 1997; Hawley & Calley, 2009; Healey, 2009; Healey & Hays, 2012; Kaplan & Gladding, 2011; Kaplan et al., 2014; Limberg et al., 2013; Luke & Goodrich, 2010; Mellin et al., 2011; Moss et al., 2014; Pistole & Roberts, 2002; Prosek & Hurt, 2014; Puglia, 2008; Reiner et al., 2013; Shallcross, 2013; Spurgeon, 2012; Swickert, 1997; Van Hesteren & Ivey, 1990; Woo, 2013; Woo & Henfield, 2015; Woo et al., 2017). As noted by the extensive history represented in the above citations, this identity exploration spans decades, beginning with key discussions in the late 1980s and early 1990s (Hestersen & Ivey, 1990) and continuing as the primary strategy for unification and promotion of the counseling profession into the future (Kaplan & Gladding, 2011; Kaplan et al., 2014).

In Chapter 1, I presented the rationale for the study on the influence of academic role and professional identity among counselor educators. The importance of modeling, mentoring, and training future counselors in CPI highlighted the need to determine whether changes in the academic role status of counselor educators in graduate

counseling training programs influences the development of CPI in future counselors by determining the impact of academic role on the professional identity of said instructors. This chapter includes a review of the literature covering professional identity development theory, an exploration of the history of counseling and counselor education, a discussion of professional identity, identity development within academic roles, changes with these academic roles within higher education and counselor education, and the application of these themes to the professional identity of counselor educators.

I followed Emerson's (2010) example and used Remley and Herlihy's (2016) six part definition of CPI including: (a) knowledge and understanding of the profession's history, (b) knowledge and understanding of the philosophical foundations of the profession, (c) knowledge of the roles and functions of counselors and their similarities and differences from other mental health professions, (d) sense of professional pride, (e) involvement in professional organizations and advocacy, and (f) knowledge and understanding of the professional code of ethics. The discussion of the history of counseling includes the four components of philosophical foundation, which are the perspectives of development, wellness, prevention of harm, and empowerment (Emerson, 2010; Puglia, 2008; Reiner et al., 2013; Remley & Herlihy, 2016).

Literature Search Strategy

I conducted multiple searches using the following databases: Academic Search Premier, Dissertations and Theses, Dissertations and Theses at Walden University, ProQuest Central, PsycARTICLES, PsycEXTRA, Psychology: A SAGE full text collection, PsycINFO, SAGE Premier, SocINDEX with full text, Thoreau, and Google

Scholar. The key words used for the literature review included *counsel*, counsel* educat*, professional identity, counsel* trainees, counsel* identity, faculty identification, university faculty, faculty development, doctoral education, adjunct faculty, part-time faculty, higher education,* and *mentor*.*

I also researched professional identity development theory and identity development theory. I focused on studies published within the last 10 years. I cited earlier research as well, representing key or foundational studies exploring the topics of the history of counselor education, counseling, and/or the progression of professional identity development in counseling, counselor training, and counselor education. I also used citation chaining through Google Scholar to discover related research from other fields exploring similar issues and to ensure saturation with the peer reviewed articles, dissertations, and textbooks on this topic. To obtain specific information regarding the history of the profession and the development of professional organizations and associations in counseling, I consulted textbooks on counseling and explored the websites of agencies such as the American Counseling Association (ACA), ACES, CACREP, and the National Board for Certified Counselors, Inc. (NBCC).

Theoretical Foundation

Professional identity development theory is the integration of the personal and professional selves across the individual, collective, and societal frameworks in the context of a professional community (Burkholder, 2012; Cardoso et al., 2014; Colbeck, 2008; Jebril, 2008; Mellin et al., 2011; Moss et al., 2014). Professional identity development is an evolving theory, providing within the course of the theory an

application of its thesis in that the theoretical model adjusts to the internal and external factors of the discipline or profession (Jebril, 2008). Colbeck (2008) suggested that common traits of professional development include the knowledge of the history and content of the profession supporting the application and skills necessary in that profession, a code of ethics, public recognition of authority on the subject or discipline, and a service delivery philosophy for responsible application and practice. Professional identity changes and matures as individuals gain experience, knowledge, and skills in their field and blends these influences with aspects of self-definition in a professional context (Colbeck, 2008; Jebril, 2008). For effective transmission of professional identity to occur, the variety of roles and jobs required of the professional must form a cohesive identity supported by a professional environment and supportive relationships (Jebril, 2008; Pittman & Foubert, 2016).

Professional identity involves the integration of multiple facets of self as a professional within a professional context that provides opportunity for the connection and synthesis of these elements into a comprehensive whole (Colbeck, 2008). Professional identity development is a dynamic and evolving process, blending the internal and external factors of the profession, culture, and individuals (Jebril, 2008). Consistent themes in the research noted the need for bridging training, research, and practice with the personal aspects of self and the variety of required but potentially competing professional roles within a profession (Colbeck, 2008; Gibson et al., 2010; Jebril, 2008; Woo & Henfield, 2015). In higher education, these competing roles might include identities as teachers, researchers, administrators, and community service

providers, all distinct roles that contribute to a unified professional identity in higher education (Colbeck, 2008). It is the assumption of competition or distinctiveness between these roles that creates stress and reduced commitment between the roles, fragmenting an individual's professional identity and creating role confusion (Colbeck, 2008). Stress and burnout result when professional identity is absent or fragmented (Colbeck, 2008; Pittman & Foubert, 2016; Woo & Henfield, 2015).

In counseling, professional identity development theory focuses on the unifying elements of wellness, lifespan development, prevention of harm, and empowerment, noting how the personal elements of relationships, values, theories, and techniques integrate with the professional self to form a person's professional identity (Burkholder, 2012; Moss et al., 2014; Puglia, 2008). The basis for exploring a relationship between academic role and professional counselor identity development begins with the theory of identity development first formulated by Erikson (Cardoso et al., 2014; Erikson, 1968, 1994; Karkouti, 2014; Torres, Howard-Hamilton, & Cooper, 2003). Erikson's (1968) model established a developmental framework for achieving identity formation by overcoming conflicts and crises during adolescence and adulthood (Karkouti, 2014). This developmental foundation of identity included the influence of broader social constructs beyond Freud's early conceptions of sexuality and the id (Erikson, 1994). Erikson's identity development model provided a solid base for the expansion of research by Marcia and Chickering, among others (as cited in Torres et al., 2003).

The foundational premise of identity development theory is that a person's identity is the visible expression of the true self, which is established by internalizing the

successful completion of developmental tasks throughout the lifespan (Erikson, 1968, 1994; Karkouti, 2014). Erikson's formulation of identity development provides a common theoretical base for research into the expression and experience of identity (Burkholder, 2012; Dollarhide et al., 2013; Moss et al., 2014). A common critique of this theory is the limitation of a concrete measure based on the changing tasks and societal expectations (Torres et al., 2003). This limitation of identity development theory highlights the importance of its progressive development with new theories.

Professional identity development theory emerged from the foundational identity development theory of Erik Erikson (1968) and combines the identity processes of personal development with a progression in professional training to form an integrated theory for meaning-making and identity in an occupational context (Pittman & Foubert, 2016). Karkouti (2014) described identity theories as explaining the process of making sense of the world and a person's place and role in the world. Gibson et al. (2010) used a grounded theory approach to describe the transformational tasks required for professional identity development. Professional identity is the process of integrating attributes of the personal identity with professional training in the professional setting (Alves & Gazzola, 2011; Carlson et al., 2006; Nugent & Jones, 2009). The transformational tasks of professional identity development include discovering a personal definition of counseling, adopting responsibility for professional growth, and integrating the personal and professional selves into a systemic counselor identity (Emerson, 2010; Gibson et al., 2010; Woo, 2013). The CACREP Standards (2015) provided the practical framework of

content, learning, and practice of professional identity in counseling and counselor education.

The professional identity development model defines factors for enhancing identity development among students and new professionals (Pittman & Foubert, 2016). Counselor educators have used this model to define the necessary professional training tasks for students and new counselors (Reiner et al., 2013), the role of professional associations in professional identity development (Luke & Goodrich, 2010), and an exploration of factors unique to mental health counselors' professional identity (Burkholder, 2012; Mellin et al., 2011). Woo (2013) used this theory as the foundation for PISC, which is a tool used to measure professional identity development. Pittman and Foubert (2016) and Woo et al. (2017) provided additional frameworks for my use of this theory in exploring whether a counselor educator's academic role influences how the counselor educator integrates personal attributes with this role.

Literature Review

Understanding the history and distinctions of counseling and counselor education is important, not just as an exercise to appreciate the effort exerted to establish this field, but also as a critical component for professional identity in and of itself (Bobby & Urofsky, 2011). In this literature review, I trace the history of counseling as a profession, noting the struggle to establish an independent identity as a profession and demonstrating the impact of that struggle on the continued development of the field, with counselor shortages, issues in defining academic training parameters, and the progression to an established criteria and definition for identity in counseling. I also explore the

importance of professional identity development, noting its role in general and applying the research from higher education to counselor education as counselor education and supervision bridges the worlds of counseling and higher education. Finally, I describe the influence of the academic role on professional identity development and begin to connect the literature between counseling, counselor education, professional identity, and academic role with the direction and intent of this study.

History of Counseling as a Profession

As Glosoff and Schwartz-Whittaker (2013) proposed counseling has historically encompassed the role of advisor. Neukrug (2012) suggested community and religious leaders like Moses, Mohammed, and Buddha were some of the first counselors, using their teaching and knowledge to provide inspiration and direction for others. Because the origins of psychology lie within philosophy and physiology individual philosophers' contributions as early as ancient Greece began to form the basis of counseling as a profession (Kardas, 2014). Modern psychology brought together the complementary fields of philosophy and physiology to establish a model for seeking to understand the interaction and intersection of the mind, body, and soul (Kardas, 2014; Schultz & Schultz, 2012).

The helping professions of counseling, social work, psychology, and psychiatry originated from varied origins across the nineteenth and twentieth centuries, establishing independent identities to address varied facets of human need in a modern, industrialized, and growingly urbanized world (Neukrug, 2012). As psychology was increasingly influenced by medicine, physics, and the theory of evolution, the field established

comprehensive theories for seeking to understand and explain people, their motives, and their problems (Neukrug, 2012). Psychiatrists sought to diagnose mental illness and explore psychopathology, establishing systems of classification and treatment necessary for counseling today (Neukrug, 2012).

The establishment of a new science requires a handbook or textbook to define the approach, a laboratory from which to demonstrate the theories and model, a journal by which others might contribute knowledge, and a professional association in which alignment in thought and membership might occur (Schultz & Schultz, 2012). Ritzer and Walczak (1986) noted similar elements for establishing an occupation, namely the possession of a specified body of knowledge, specialized training at an advanced level, autonomy, a code of ethics, altruistic behavior, and public and political recognition. For counseling political recognition is still needed as the final step for exhibiting a professional status as an occupation (Emerson, 2010). Although still relatively young, counseling has made considerable gains in professional status in its short lifespan, but needs to continue to engage in political activities and promotion (Remley & Herlihy, 2016).

Counseling emerged from the roots of counseling psychology and psychiatry to provide career and educational guidance as an industrialized America provided more choices for occupation and a greater need for specialized education and training at the outset of the 20th century (Glosoff & Schwartz-Whittaker, 2013). Frank Parsons, known as the father of vocational guidance, established a model for individualized counseling and vocational guidance in the early years of the 20th century, modeling the bedrock

counseling concept of client-centered choice (Glosoff & Schwartz-Whittaker, 2013). Guidance for educational and career choices grew from this early approach, establishing counseling in the school systems of major cities across the United States. Vocational guidance established its identity by developing curriculum and textbooks, assessment and testing materials (Strong Vocational Interest Inventory), and a national association with journal and conferences for connection and training (Glosoff & Schwartz-Whittaker, 2013). The world wars greatly influenced counseling, providing vocational opportunity for applying psychology to the real-life needs of aptitude and job placement, stress and trauma reactions, psychological screening, and commercial applications like marketing (Fancher & Rutherford, 2012; Glosoff & Schwartz-Whittaker, 2013; Schultz & Schultz, 2012).

Educational and vocational guidance continued to expand to meet the growing occupational options for youth. Several federal legislations significantly impacted the counseling profession, moving counseling from a primarily education and vocational guidance field to the area of professional mental health evidenced today (Glosoff & Schwarz Whittaker, 2013). In preparation for the end of World War II, in 1944 the Veterans Administration established a network of nationwide guidance services designed to assist returning veterans with vocational rehabilitation, counseling, training, and advisement (Glosoff & Schwartz-Whittaker, 2013). In 1946, the National Institute of Mental Health (NIMH) was established and the National Mental Health Act was passed, authorizing money for research and training to increase the effectiveness of counseling

methods designed to prevent, diagnose, and treatment mental health disorders (Brand, 1965).

By 1958, the United States was entering a space race against Russia and in desperate need of improving the math and science performance in our public schools. The National Defense Education Act (NDEA) providing significant grant funding to improve the training of guidance counselors in the schools to support and assist students in the career exploration process (Glosoff & Schwartz-Whittaker, 2013). There are many other legislations that contributed to the funding, attention, training, and need for counselors in the schools, but the Community Mental Health Centers Act in 1963 provided opportunities for counselors to begin work and employment providing mental health care beyond the schools and in the community (Kliewer, Melissa, & Trippany, 2009). Pistole (2001) identified this act as contributing to the significant increase in master's-level practitioners trained in the field, but also contributing to the disenfranchisement and lack of identity inherent in counseling as they were without a professional organization and unqualified for licensure.

The National Vocational Guidance Association (NVGA) existed throughout these legislations and changes and continued to provide educational and career guidance. By the late 1940s, the NVGA had considered name changes five times in an effort to better reflect the concerns presented regarding a holistic framework for treating clients (Glosoff & Schwartz-Whittaker, 2013). In 1951, the NVGA became the Personnel and Guidance Association, combining with multiple individuals and associations representing guidance across the United States (Glosoff & Schwartz-Whittaker, 2013). To avoid confusion with

the Professional Golfers Association (PGA), in 1952 the name changed again to the American Personnel and Guidance Association (APGA) with five original divisions as founding members before changing their name again (Glosoff & Schwartz-Whittaker, 2013). Reflecting the continued diversity across the interests and work settings of members, the APGA became the American Association for Counseling and Development (AACD) in 1983 to reflect the increasing emphasis on counseling and counselors in many division titles. Finally, in 1992, the AACD decided to drop the word *development* from its name and became the ACA (Glosoff & Schwartz-Whittaker, 2013).

Identity versus role confusion. Following the Community Mental Health Centers Act of 1963, counselors with effective training in this new counseling discipline lacked visibility and opportunity without a professional organization, credentialing, or licensure (Glosoff & Schwartz-Whittaker, 2013). Mental health counselors were not trained in the disciplines of social work, psychology, or psychiatry, so they formed the American Mental Health Counselors Association (AMHCA) to provide both a professional organization and a professional identity (Glosoff & Schwartz-Whittaker, 2013; Pistole, 2001). Although this professional organization provided alignment with three of the four of Caplow's (1966) steps for achieving professional status, the absence of a unified identity for the profession hindered the ability to gain public and political support demonstrated by licensure across all 50 states, public recognition, and national certification (Emerson, 2010; Kaplan & Gladding, 2011; Kaplan et al., 2014; Remley & Herlihy, 2016). In the terminology of Erikson's (1968) identity development model, counseling is still in the identity versus role confusion stage. Mental health counseling is

struggling to separate itself from its lineage in psychology and psychiatry to establish a clear self-expression of the boundaries of self-identification and promotion (Emerson, 2010; Granello & Young, 2012). This identity process, occurring in fits and starts over time, presenting a fragmented and disjointed self, identifying as individual roles and specialties in place of a unified whole (Gale & Austin, 2003). Recognizing the need for a unified identity as a profession, the ACA developed the 20/20 Principles to strengthen identity through a unified "set of core principles to guide the growth and healthy development of professional counseling" (Kaplan & Gladding, 2011, p. 371).

The creation of the ACA was a beginning to that professional identity, but it was not until the establishment of CACREP in 1981 and the NBCC in 1982, that counseling as a profession established its markers for professional identity (Adams, 2006). It was with the establishment of these two organizations that counseling started to identify itself as separate from its peers by creating its own qualifications and self-definitions for identity. Gale and Austin (2003) delineated counseling from other helping professions by noting that counseling is a "return to a foundation of basic skills" (p. 6). CACREP (2015) Standards provided the components for knowledge and experience defined as basic skills, establishing a training baseline for the field of counseling.

Zimpfer, Cox, West, Bubenzer, and Brooks (1997) highlighted the need for counseling to unify its identity by conducting national planning conferences to establish policies for training and perception and standardizing licensure legislation across the states. The authors emphasized other professional groups currently modeling this approach, encouraging counseling to follow suit as a means for clarifying and

broadcasting a unified identity to the public. Although it took over a decade, the ACA established a unified definition of counseling, noting that "counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (Kaplan et al., 2014, p. 368). In establishing this consensus definition, the field of counseling must now work to align the various disciplines and specialties under this unified umbrella to improve public knowledge and political engagement (Remley & Herlihy, 2016). Improvements continue to occur to strengthen identity in the adolescent discipline of counseling with enhancements in the clarity of relationships between CACREP, ACA, NBCC, and the Journal of Counseling and Development (Diambra et al., 2011).

A very recent step in strengthening counselor identity is the joint statement on a national counselor licensure endorsement process. This endorsement, as noted in the 20/20 principles, demonstrated the recognition for increasing the ease and access of counselors in the field to obtain licensure in and between states while also providing a stronger unified voice for political engagement and agitation (AMHCA, 2017). This task force and joint statement demonstrated a commitment to unity within the field of counseling with the American Association of State Counseling Boards (AASCB), ACES, AMHCA, and NBCC all represented (AMHCA, 2017).

Counselor shortage. Pay for counselors continues to lag behind comparable helping fields (U.S. Dept. of Labor, Bureau of Labor Statistics [BLS], 2017; Shallcross, 2013). This pay gap, the continued struggle for professional identity, and the increasing demand for mental health care in modern society has resulted in a shortage of counselors

(Kaplan, 2012). There is a projection of massive shortages by 2025 for psychiatrists, clinical, counseling, and school psychologists, mental health and substance abuse social workers, school counselors, and mental health counselors (BLS, 2017; HRSA/NCHWA & SAMHSA/OPPI, 2015). This reflects a continuing trend for rising mental health care needs based on a variety of factors including population growth, an aging national population, overall economic conditions, expansions in insurance coverage, geographical changes for patients and workforce, and existing shortages within the field (HRSA/NCHWA & SAMHSA/OPPI, 2015). Approximately 20% of the U.S. 2013 population, between 40 and 45 million individuals, may have needed but did not receive behavioral health care (HRSA/NCHWA & SAMHSA/OPPI, 2015).

SAMHSA (2017) noted a forecasted increase in employment of 36.3% for substance abuse and mental health counselors from 2010 to 2020. According to the HRSA/NCHWA and SAMHSA/OPPI (2015), the projected supply of mental health counselors is greater than the projected demand, but they noted significant shortages among mental health and substance abuse social workers, substance abuse and behavioral disorder counselors, school counselors, and marriage and family therapists. The discrepancies between the titles and functions of these behavioral health positions highlight the importance of political advocacy and identity promotion for the counseling field. These shortages also point to the need for increasing promotion and advocacy regarding the occupational opportunities within mental health counseling (Kaplan, 2012). The combination of increasing higher education costs and low salary figures within

mental health encourages young people to pursue alternate careers as well (Serres, 2015; Sun, 2015).

Counselor Identity Development

Within the broader history of counseling rests the critical role of the counselor educator who provides the training and identity development for future counselors. The early stages of mental health counseling focused on educational and career guidance and providing training for future guidance counselors from within teacher education programs (Glosoff & Schwarz-Whittaker, 2013). The National Association of Guidance and Counselor Trainers (NAGSCT) was one of the four founding member organizations of the APGA (Bobby, 2013; Glosoff & Schwarz-Whittaker, 2013). Lloyd, Feit, and Nelson (2010) attributed the evolution of counselor education to the increased government funding in the 1950s and 1960s, the development of counselor education as a distinct training field within colleges of education, the debate for identity between counseling psychology and counselor education, and the development of accreditation to codify counselor education.

Counselor education and counselor identity. Counselor education has struggled to establish a distinct identity, fighting to find itself from within the fields of counseling psychology and teacher education (Hanna & Bemak, 1997; Hodges, 2011; Lloyd et al., 2010). With the National Defense Education Act of 1958 and the Education Profession Development Act of 1967 provided significant federal funding and demand for counselors in high schools, the demand for counselor training also increased, causing minor counselor education programs housed within many teacher education programs to

have increasingly greater influence (Adkison-Bradley, 2013; Lloyd et al., 2010). As the field of counseling continued to broaden to incorporate elements of mental health, lifespan development, empowerment, prevention of harm, and wellness, counselor education programs that traditionally hired instructors with teaching experience and certification began seeking applicants from the fields of psychology and sociology, expanding the programs beyond education to encompass non-education specialties like marriage and family counseling or community counseling (Herr, 2013; Lloyd et al., 2010; Mellin et al., 2011). With these changes and expansions, counselor education began to look less like teacher education and created a loss of administrative placement within higher education and an identity evolution and confusion for the field (Hodges, 2011; Zimpfer, 2010).

In an attempt to distinguish counselor education training from the related disciplines of counseling psychology and teacher education, ACES developed the "Standards for Entry Preparation of Counselors and Other Personnel-Service Specialists" in 1973 to provide guidelines regarding the distinctions of training and education expected of mental health counselors (Glosoff & Schwarz-Whittaker, 2013). Although these guidelines sought to provide program standards for counselor education, many of the instructors providing training and education for future counselors held degrees in counseling psychology, creating an overlap between the two disciplines (Lloyd et al., 2010). To further complicate this overlap, many of the authors in the flagship journals of counselor education, such as *Counselor Education and Supervision*, *Personnel and Guidance Journal*, and the *Journal of Counseling & Development (JCD),* possessed

degrees in psychology and not counseling (Lloyd et al., 2010). These overlaps in publication control and influence, and the considerations regarding administrative identity for counselor education between teacher education and counseling psychology, created a need to improve the distinction of counselor education within the broader helping professions.

Counseling and counselor identity. Hanna and Bemak (1997) noted a distinction between two uses of the term counseling. They suggested that with the uppercase use of "C," Counseling refers to a particular profession, whereas with the lowercase use of "c," counseling is a service of helping that shares theories and skills across the varied disciplines (Hanna & Bemak, 1997). The concern regarding the place and identity of counselor education seemed to be more of an issue of politics than of particular function. Counseling students and programs demonstrated distinction and uniqueness among the disciplines with an emphasis on master's degrees for training, not doctoral degrees, and alignment with CACREP standards (Hanna & Bemak, 1997; Hastings, 2013; Randolph, 1990; Zimpfer, Mohdzain, West, & Bubenzer, 1992). Zimpfer (1993), in comparing counselor education and counseling psychology, suggested that the argument all along revolved around the equitable treatment and consideration for the distinct but related groups.

Even with differences in program content, design, intention, and length, the debate for distinct identity continued to rage throughout the 1990s as the majority of research, faculty, and training content came from the field of counseling psychology (Hanna & Bemak, 1997; Hansen, 2003). It is human nature for people to identify with

those groups with whom they are most familiar and which they know best (Remley & Herlihy, 2016). This familiarity and alignment was evident throughout this struggle for counselor education identity as faculty maintained memberships in both the ACA and the American Psychological Association (APA) which created split identities and loyalties (Lloyd et al., 2010). Although the ACA adopted the training standards for counselor education in 1981 (Glosoff & Schwarz-Whittaker, 2013), the process of professional identity for developing counselors aligned with the behaviors and identities of their faculty (Alves & Gazzola, 2011; Choate et al., 2005; Coppock, 2011; Crocket & Kotzé, 2012; Dollarhide et al., 2013; Hall & Burns, 2009; Limberg et al., 2013; Mellin et al., 2011; Moss et al., 2014; Zimpfer et al., 1992). There is a need for counselor education faculty to model a distinct counseling identity for future counselors with others affirming and reiterating this need in the decades since (Moore Pruitt, 1994; Moss et al., 2014; Pistole & Roberts, 2002; Woo et al., 2017; Zimpfer et al., 1997). The founding of CACREP as an independently incorporated accrediting body provided legitimacy to the standards and program guidelines distinct for counselor education (Glosoff & Schwarz-Whittaker, 2013; Wittmer, 1988).

CACREP and counselor identity. In 1981, ACA's board of directors agreed to adopt the ACES "Standards for Entry Preparation of Counselors and Other Personnel-Service Specialists" as a universal standard and established CACREP as a separate but affiliated accrediting body to regulate the revisions and applications of the standards across counselor education (Bobby, 2013; Glosoff & Schwarz-Whittaker, 2013). The CACREP Standards experienced five major revisions in an attempt to keep up with the

continued evolution of the counseling field, with changes in 1988, 1994, 2001, 2009, and 2016 (Bobby, 2013; Bowers, 2017; Glosoff & Schwarz-Whittaker, 2013). These codified standards sought to promote counselor education over counseling psychology, emphasizing the distinctions of counselor training in prevention, lifespan development, wellness and holistic care, and empowerment (Emerson, 2010; Puglia, 2008).

The late 1980s and early 1990s saw a flurry of reaction and discussion regarding the role and place of CACREP to determine the standards and practices of counselor education (Cecil et al., 1987; Kandor & Bobby, 1991; Lanning, 1988; Randolph, 1988; Randolph, 1990; Wittmer, 1988). The CACREP Standards, though encompassing specialty areas like addiction counseling, career counseling, clinical mental health counseling, marriage and family counseling/therapy, school counseling, and student affairs and college counseling, were used to establish a common core of requirements across eight curricular areas for all accredited institutions (Glosoff & Schwarz-Whittaker, 2013). The intent of the 2016 CACREP Standards was "to promote a unified counseling profession" and "to ensure that students graduate with a strong professional counselor identity" (CACREP, 2015, p. 2). The eight common core areas include (a) Professional Orientation and Ethical Practice, (b) Social and Cultural Diversity, (c) Human Growth and Development, (d) Career Development, (e) Counseling and Helping Relationships, (f) Group Counseling and Group Work, (g) Assessment and Testing, and (h) Research and Program Evaluation (CACREP, 2015). The 2009 CACREP Standards incorporated changes in expectations and design, shifting from knowledge-based to outcome- or performance-based standards (Glosoff & Schwarz-Whittaker, 2013). These performance-

based adjustments reflected the need for students to demonstrate their knowledge and training in practice with changes to the section headings within the Standards highlighting an emphasis on professional identity development as a chief function of the academic requirements (Davis & Gressard, 2011).

The most significant change presented in the 2009 CACREP Standards, provided a direct response to the historic identity battle raging between counselor education and counseling psychology, delineating a crucial component for professional identity development being the identity of program faculty members (Bobby, 2013; Bobby & Urofsky, 2011; Davis & Gressard, 2011; Glosoff & Schwarz-Whittaker, 2013; Woo et al., 2017). The requirement for core faculty to hold earned doctoral degrees in counselor education and supervision represents the acknowledgment that counseling is ready to establish its own identity within the helping profession (Davis & Gressard, 2011). This change demonstrated CACREP's acknowledgement of the growing research demonstrating the connection between the professional identity development of counselor educators and future counselors (Gale & Austin, 2003; Limberg et al., 2013; Mellin et al., 2011; Moss et al., 2014; Pistole & Roberts, 2002) and connecting the split professional identities of counselor education faculty between counseling psychology and counselor education as a factor in the absence of a strong professional identity within the profession (Woo & Henfield, 2015; Woo et al., 2017). By clearly defining the standards and expectations for the learning environment as well as the academic content, CACREP acknowledged the significant influence of the administrative identity of counseling with

the professional identity development of future counselors, finally determined to resolve the battle for alignment with counseling psychology for good.

CACREP continued to reduce the number of specialties represented and accredited through the certification process, seeking to establish a counselor identity as primary and the specialty identities as secondary (Bobby, 2013). This attempt at unification of divisions and specialties within CACREP was demonstrated recently with the merger of CACREP and the Council on Rehabilitation Education (CORE) (CACREP, 2017). Bobby (2013) identified the presence of this similar but distinct accrediting standard as further evidence of a splintered and politicized process. CACREP is slowly but surely working to establish itself as the sole standard for counseling accreditation and certification (CACREP, 2014), improving professional counseling identity while also ensuring excellence in training and promotion of the field, a standard for professional status (Remley & Herlihy, 2016). As Zimpfer et al. (1997) suggested, consistency in training standards are necessary for broadcasting a unified identity. These standards seem to be finally established, providing the necessary framework for gaining political recognition and legislative advocacy with universal licensure and certification (Remley & Herlihy, 2016; Zimpfer et al., 1997).

Counseling credentials and counselor identity. Gale and Austin (2003) noted differences in training specialization, professional affiliations, and credentialing as challenges to the collective identity of professional counseling and Choate et al. (2005) cited professional credentialing as a critical identifier for professional competency and identity. Recent changes with the 2016 CACREP Standards, the merger of CORE with

CACREP, a collective definition for counseling identity, mutually advocated statements regarding licensure portability, and an emphasis on the promotion of using these elements to strengthen the collective identity in counseling provide significant improvements for professional identity development and promotion in counseling. The NBCC provides independent certification and credentialing through the standardized measurement and validation of the CACREP Standards (Adams, 2006). Professional quality measurement and credentialing includes the four intertwined concepts of registry, licensure, accreditation, and certification (Adams, 2006). Each of these terms addresses different facets of professional identity and provides guidance and assurance to the public and professional organizations (Adams, 2006).

The mission of the NBCC (2017) is to be the premier certification body for the advancement of the counseling profession through certification, advocacy, state licensure, and lobbying from legislation change and improved access across governmental levels. Adams (2006) suggested that licensure and accreditation stand apart as the most important terms, with licensure providing access to billing and legal status and accreditation ensuring professional standards and prestige. The creations of the NBCC and CACREP provide an integrated accreditation process by which the established professional accreditation standards might strengthen the profession's identity and credibility by promoting a unified professional quality and expectations (Glosoff & Schwarz-Whittaker, 2013). The NBCC's National Counselor Exam (NCE®) provides a normed assessment for minimal knowledge across CACREP's eight core competencies (Adams, 2006). The addition of practicum and internship requirements provide the

opportunity for performance-based evaluation of skills and competencies (CACREP, 2015) with licensure in most states requiring variations of counseling supervision for post-graduate counselors (Remley & Herlihy, 2016). The NCE® was designed to provide assessment of the minimal standards of competency across the eight domains, but with the CACREP Standards changing from a knowledge-based model to an outcome-based model, the NCE® may need to also change to address these practical realities (Adams, 2006; Glosoff & Schwarz-Whittaker, 2013).

Differences in requirements by state and counselor identity. The diversity of standards and lack of agreement among states regarding counseling licensure was yet another demonstration of the absence of professional identity alignment and political acceptance of counseling (Burns & Cruikshanks, 2017). These external factors influence the opportunity for a collective counselor identity, causing counselors to define their professional identity along lines of subspecialties or licensure types in place of the counseling profession as a whole (Colbeck, 2008; Gibson et al., 2010; Woo et al., 2017). Although a work in progress, two recent changes provide evidence for the increasing strength of counseling's professional identity, unity, and advocacy. The first change was the announcement by NBCC that after January 1, 2022, any person applying for the National Certified Counselor (NCC) credential must hold their degree from a CACREP-accredited program (CACREP, 2014). This announcement provided acknowledgement of the need for a minimum standard for the profession and attempts to create a uniform model for state counseling licensure boards to follow to enable licensure portability (CACREP, 2014). Mascari and Webber (2013), writing before this announcement,

validated this finding by noting how CACREP accreditation increases portability of training and licensure by confirming alignment with a minimum standard, which is what CACREP and NBCC were designed to do in the first place. Uniform minimum standards for state licensure and the resulting licensure portability increases public confidence, knowledge, and access to counseling (Macleod, McMullen, Teague-Palmieri, & Veach, 2016).

The second change or improvement is the joint statement on a national counselor licensure endorsement process (AMHCA, 2017). This endorsement provides the next logical step for strengthening a unified identity in counseling, demonstrating the alignment of professional identity components with their assessment and validation in accreditation, certification, and licensure. Alignment across these varied metrics provides important unifiers for the profession, but the absence of a unified name for licensed professionals produces both internal and external confusion (Woo et al., 2017). Some states label licensed counselors as Licensed Professional Counselors (LPC), others include an additional category of Licensed Clinical Professional Counselor (LCPC), while a portion also employ Licensed Mental Health Counselor (LMHC) as the chosen moniker (Mascari & Webber, 2013). These disparities in professional titles limit the unification of counselor identification and create distinctions and factions among specialty areas instead of promoting the profession as a whole founded on the philosophical distinctives of lifespan development, wellness, prevention of harm, and empowerment (Reiner et al., 2013). The profession continues to develop and evolve, but alignment of these elements and the resulting statements for academic and licensure

standards needs to continue to a unified licensure title across the United States. With differences in academic training hours, content, and hours of supervised experience, the portability plan improves counselor identity internally as a profession and externally to the public by unifying the expectations to provide a minimum standard, allowing that minimum standard to act as a definer for counselor identity (AMHCA, 2017; Macleod et al., 2016).

Professional Identity

The field of counselor education has fought long and hard to establish an identity distinct from the fields of teacher education and counseling psychology. Mirroring the pursuit of identity in counseling, counselor education struggled to establish a unique counselor educator professional identity. By changing the core faculty requirements in counselor education programs to require alignment with a counseling professional identity, CACREP demonstrated the field's readiness for owning its identity (Myers, Sweeney, & White, 2002; Urofsky, 2013). Standards, expectations, and credentials provide the foundation for professional identity, but it is in the modeling, mentoring, and academic training specific to a counseling identity that this unique counseling model is transmitted (Burkholder, 2012; Choate et al., 2005; Coppock, 2011; Dollarhide et al., 2013; Moss et al., 2014; Reiner et al., 2013).

The joint taskforce on the vision for the future of counseling proposed "strengthening identity" as of critical concern and attention for moving the profession forward (Gibson et al., 2010; Kaplan & Gladding, 2011; Kaplan et al., 2014). A desire to refine and strengthen professional identity is not unique to counseling and represents the

need for occupations to continually improve the alignment between aspects of professional training and practice and personal values and beliefs in an ever-changing world (Cardoso et al., 2014; Woo & Henfield, 2015). Even with decades of discussion and attempts to establish professional identity in counseling, Calley and Hawley (2008) suggested that counseling continues to lack a unified definition of professional identity and a means to transmit this identity. Professional identity development is not unique to counseling and other related fields can provide support for the process of defining and applying these models to our field.

Professional identity definition. Emerson (2010), citing Weinrach, Thomas, and Chan (2001, p. 68), provided a general definition of professional identity as "the possession of a core set of values, beliefs, and assumptions about the unique characteristics of one's selected profession that differentiates it from other professions" (p. 5). Pittman and Foubert (2016) suggested that professional identity "consists of the relatively stable and ingrained self-concept of beliefs, values, attributes, and experiences through which people define themselves in a professional role" (p. 14). Professional identity forms through a process of socialization during which the feedback, experiences, personal beliefs, and values of the individual become integrated (Pittman & Foubert, 2016). Gibson et al. (2010) proposed three themes in contemporary definitions of professional identity, including self-labeling as a professional, the integration of skills and attitudes as a professional, and a perception of context in a professional community. According to this definition, professional identity development occurs as one integrates his or her personal and professional selves within the context of a professional

community, including intrapersonal and interpersonal dimensions (Gibson et al., 2010; Moss et al., 2014).

Professional identity development occurs as a cooperative social engagement. As Hall and Burns (2009) explored, identity occurs as the internalization of self-understanding defined by the position, labels, and perceptions one perceives applies to him or her and the perception of the definitions of others. Identity development is the process through which a person comes to make sense of the world and understand his or her place in it (Erikson, 1968). Professional identity development incorporates the professional environment as an additional context, noting that professional identity development integrates the personal and professional competencies, perceptions, values, and beliefs to provide a sense of self as an active contributor within this professional setting (Karkouti, 2014). Without an established professional context or parameters defining the components for professional identity, it is not possible to develop a professional identity because there is not a professional self with which to integrate the personal self (Moss et al., 2014). Professional identity is an evolving process of development, adjusting with the changes to personal and professional experience, perception, and alignment over time (Jebril, 2008; Woo, 2013).

Importance of professional identity. Woo and Henfield (2015) suggested advantages in ethical performance, improved engagement in self-care and the promotion of client wellness, and enhanced awareness regarding the specific roles and functions of counseling through a strengthened professional identity. By improving understanding and growth in the unique internal and external factors that influence professional identity

for a given profession, professional identity across a discipline is strengthened (Gibson et al., 2010; Jebril, 2008; Pistole & Roberts, 2002). The field of nursing demonstrated similar findings, linking improvements in professional identity with increased efficiency, job satisfaction, and reduced burnout (Sabanciogullari & Dogan, 2015). Similar findings exist among student affairs professionals (Pittman & Foubert, 2016). Professional identity develops over time as a component of experience and maturation, blending the improvements in personal maturity and experience with opportunities for training, mentoring, and applied knowledge in the profession (Jebril, 2008). Professional identity evolves and matures according to the internal and external influences and perspectives of the person and the profession (Alves & Gazzola, 2011; Jebril, 2008).

Professional identity is critically important in counseling as a strong identity increases ethical behavior, improving counselor wellness and self-care, and increasing the counselor's insight across the scope of his or her profession (Burns & Cruikshanks, 2017). A weak or absent professional identity caused issues with licensure portability, lack of parity in hiring practices, poor public recognition of roles and expertise, counseling licensure provided to psychologists, and struggles with third party payments (Burns & Cruikshanks, 2017). Considering the scope and duration of this struggle to establish a unique identity, develop professional recognition, and maintain academic rigor, the field of counseling has much to be proud of at this stage in the process. A person's or a profession's identity is not fixed but requires learning and development (Dweck, 2017). Identity, whether personal or professional, is not fixed and continues to change and adjust with the shifting needs of the social context. Professional identity

development requires a growth mindset, acknowledging that professional identity development is a continuous process of adjustment to changing situations, circumstances, perspectives, and experiences. Now that counseling has an established definition for professional identity and outcome-based measures for gauging that identity, it is up to counselor educators to transmit that identity to future counselors, requiring counselor educators to demonstrate strong professional identities (Calley & Hawley, 2008; Puglia, 2008; Woo & Henfield, 2015; Woo et al., 2017).

Faculty roles and professional identity. In exploring the historic conceptualization and development of academic identity, Clegg (2008) suggested that factors influencing a once stable identity are shifting with the changing environment and academic structures. These identities existed as stalwarts of a predominantly White, upper class, male enclave. The perspective of changes to the status quo and resulting loss of professional identity within academia reflects the experience of these existing academics, ignoring a new generation of academics establishing their professional identities within the climate and context of a changing higher education (Archer, 2008; Trede et al., 2011). Trede et al. (2011) discovered that higher education fails to prepare students to develop their professional identities upon entering the workforce with the majority of the focus of development on assessment and content, noting how faculty must demonstrate their own professional identity through continued learning, connection in their fields, and mentoring of students in action and practice rather than thinking or talking.

The pressure for higher education is to continue to teach the theoretical and formal knowledge base while also preparing students to engage the real world of work as active professionals (Trede et al., 2012). The function of this academic process is the fostering of professional identity development through teaching, research, support, and mentoring in the dynamic integration of the students' personal and professional knowledge, skills, and dispositions (Trede et al., 2012). Van Lankveld et al. (2017) discovered the development of a strong teacher identity requires five psychological processes, including a sense of appreciation, a sense of connectedness, a sense of competence, a sense of commitment, and imagining a future career trajectory.

As the requirements for education and development of professional identity in students shifts learning from knowledge-based to outcome-based practice, faculty struggle to adjust as these action elements demand complex and composite skills, knowledge, and competencies (Fanghanel, 2012; Harris, 2006). These contextual changes are not unique to education and reflect the accelerating pace of learning and technology in our world. Fanghanel (2012) suggested that it is through the agency or process of professional development of the individual that educators can resist the weakening of academic identity by demonstrating an alignment between their personal values and beliefs in the purpose and direction in their profession. The traditional ivory tower research role, which provided a protected professional identity, is giving way to different perspectives and demands on the faculty as the boundaries and functions of higher education change (Harris, 2006; Magness, 2016; Urofsky, 2013).

These competing demands create tensions between the roles of research and teaching influencing professional identity and the perception of employment requirements in managerial or administrative tasks (Billot, 2010; Reybold & Corda, 2011). The disconnects in purpose, value, and identity between faculty and the institutions of higher education produced academic identity schisms in higher education (Winter, 2009). It is in the difference between roles and needs of the faculty, institution, and society that the lines of these schisms run (Archer, 2008; Winter, 2009). With higher education shifting from a setting for elites to one of mass access and availability, the necessity for education to serve the shifting demands of the social, economic, and cultural needs increases the demands and expectations for outcome production on those within the education field (Tomlinson, 2013).

Tenured faculty and professional identity. Bain (2004) described the characteristics of the best teachers as those who bridge the personal and professional spheres to develop students as lifelong learners, connecting content to lived experience. Teachers with strong professional identities exhibit these characteristics, integrating personal and professional selves into learning environment that rewards excellence and builds community (van Lankveld, Schoonenboom, Volman, Croiset, & Beishuizen (2017). The traditional academic identity included the competing tasks of teaching, research, and service activities (Greenbank, 2006; Niles, Akos, & Cutler, 2001; Speck, 2003). The degree of priority or balance of these tasks depended upon the individual's position and the type of institution, with schools tending toward either priorities in teaching or research (Speck, 2003).

Fanghanel (2012) described three ideological orientations within the changing scope of higher education, noting a *production* ideology as focused on an outcome-based approach; *reproduction* as the emphasis on transmitting knowledge of disciplines to create the next generation of experts; and *transformation* as viewing education as a means of social, personal, human, or global transformation. The differences between these ideologies is important as it influences the direction or intention of how one defines the purpose or product for professional identity. It is the responsibility of faculty in higher education to provide a consensus regarding the purpose of education, providing stability amid the rapid pace of change in policy, society, epistemology, ethics, and technology (Fanghanel, 2012). It is through the establishment of a professional identity that this stability occurs, providing a context for the socialization of personal and professional integration with mentoring and modeling for the next generation (Pittman & Foubert, 2016).

Pittman and Foubert (2016) acknowledged that "the more an individual identifies with their professional culture and roles, the more likely they are to have a well-defined professional identity" (p. 16). Within a traditional tenured, full-time teaching role, faculty are defined by their academic position and discipline, connecting with peers within and across disciplines, defined by the commonalities of responsibilities in teaching, research, service, and administrative functions (Whitchurch, 2013). Confidence within this academic role occurs as new faculty are mentored by senior faculty, engaging relationships that blend the personal and professional selves to provide social support through authentic friendships, collegiality, acceptance, and professional identity (Borders

et al., 2011; Hill, 2004). A sense of respect and inclusion by departmental colleagues has been identified as critical for strong professional identity to occur, noting the need for integration of the formal role and social identity of the faculty for obtaining job satisfaction (Cunningham, 2014).

Although not a given, the collegial environment provided to tenured faculty provides the context for the mentoring, self-exploration, discipline identity, and socialization critical for effective professional identity development (Levin & Hernandez, 2014; Limberg et al., 2013; Moss et al., 2014; Pittman & Foubert, 2016). Many of these traits are also viable for non-tenured, full-time faculty, but the opportunities for self-exploration are limited due to job instability and contingency (Moorehead et al., 2015). Gibson et al. (2010) and Limberg et al. (2013) recognized the context of a professional community as a critical component in which the personal attributes and professional training of an individual combine for professional identity to occur. The professional identity of faculty incubates through the sense of belonging provided by a collegial setting, with spatial proximity to colleagues greatly influencing the development of effective mentoring relationships (Borders et al., 2011). Absent this environment, a faculty member becomes isolated, dissatisfied, and stunted in their career growth, affecting both their professional and personal lives (Borders et al., 2011).

Non-tenured and/or adjunct faculty and professional identity. The term "part-time faculty" describes non-tenured personnel teaching less than a full-time course load per semester (Moorehead et al., 2015). The use of part-time faculty is a growing trend in higher education nationwide, producing a two-tier faculty system in which full-

time faculty receive a living wage while part-time instructors remain in a contingent state with low pay, lack of connection to the institution and students, lack of job security, and poor working conditions (Edmonds, 2015; Magness, 2016; Moorehead et al., 2015). Part-time faculty constitute 45% of the total of all faculty in the United States, enabling institutions to provide for the growing population of students while still increasing the available revenue to the school (Levin & Hernandez, 2014). Edmonds (2015) raised the percentage of this population to 70%, combining part-time faculty with non-tenured full-time faculty due to the lack of job security and classification as contingent faculty.

Given the degree of uncertainty of student population numbers, part-time faculty enable institutions to quickly adjust the student to faculty ratio and provide unique professional experience from the field to students (Levin & Hernandez, 2014). These benefits to the institution and students comes at a cost for the part-time faculty with the average part-timer earning 64% less per hour than full-time faculty, limited to no benefits, and often an inability to gain tenure (Levin & Hernandez, 2014). Although the flexibility and freedom afforded with this model is useful for those part-time faculty who choose this role deliberately, most perceive their position as undervalued, not belonging, and even abused by these working conditions, citing low wages, long hours, heavy workloads, lack of physical space on campus, and an absence of participation or voice in institutional matters (Edmonds, 2015; Green, 2007; Levin & Hernandez, 2014).

With the average compensation per course between $2,700 and $3,200, part-time and adjunct faculty seeking to earn a living teaching in higher education must carry heavy teaching loads often spread between institutions (Magness, 2016). Fruscione (2014)

suggested that “full-time part-timing” is the new normal in higher education. The trend towards hiring adjunct faculty, referred to as adjunctification, is increasing as the cost of postsecondary education rises and schools seek to maintain a competitive edge within the market and as for-profit institutions join the academic fray (Fruscione, 2014; Magness, 2016). Adjuncts and part-time faculty exist as the invisible faculty, lacking the status and regard provided to full-time faculty (Moorehead et al., 2015). It is often the full-time faculty creating this marginalization, expanding the gap in belonging, participation, opportunity, and power within this competitive market (Moorehead et al., 2015). At the same time faculty pay, whether part-time or full-time, lies in squalor, pay at the administrative level increases at twice the rate of full-time faculty (Fruscione, 2014).

Although the poor working conditions with low pay, heavy course loads, and a lack of belonging are difficult for part-time and adjunct faculty, the impact of these factors doesn’t only affect the faculty. The lack of connection to the institution with regular office space and hours, collegial relationships with peers, connections to students, and job security negatively influences their perception of professional identity and status (Levin & Hernandez, 2014). Without a sense of connection or belonging to the larger context of the academic community, part-timers experienced a sense of exclusion and isolation, marginalizing their professional identity development (Levin & Hernandez, 2014). These perceptions do not occur for all contingent faculty as some choose this role deliberately, seeking a position with limited demands beyond the process of instruction, but for those who aspire to tenured status, professional identity development plummeted (Levin & Hernandez, 2014).

Although adjunct faculty often provide the opportunity for professionals from within the disciplines to provide expert instruction to students within a real-world context, expert practitioners in the field do not necessarily translate to expert teachers in academic setting (Webb, Wong, & Hubball, 2013). Professional development is critical to support the process of training and improvement for all teachers, but adjunct and part-time faculty often lack the access, time, or opportunity to engage in this process (Webb et al., 2013). Full-time faculty without tenure or the ability to obtain tenure lie somewhere between these worlds with professional development in flux.

If the vision for the field of counseling is a stronger collective counselor identity by 2020 (Kaplan & Gladding, 2011; Kaplan et al., 2014), and counselors establish their professional identity through the modeling, mentoring, and academic training in graduate school (Hawley & Calley, 2009), then the faculty teaching this next generation of counselors must establish their professional identity as counselor educators. As noted earlier, there is a growing need for mental health counselors, suggesting a similar need for counselor educators to instruct students in these programs (Urofsky, 2013). With the changes in CACREP Standards requiring core faculty to hold earned doctoral degrees in counselor education and supervision as a means to ensure effective transmission of CPI (CACREP, 2015; Urofsky, 2013), it is becoming increasingly difficult to find faculty with the requisite qualifications (Bario-Minton, Myers, & Morganfield, 2012; Schweiger, Henderson, McCaskill, Clawson, & Collins, 2012). Following the national higher education trends toward an increased use of non-tenured faculty, counselor education seems to also be reliant on these contingent faculty. The identity development concerns

within part-time and adjunct positions from the reasons noted above creates significant concern regarding the efficacy for the transmission of professional identity development through modeling, mentoring, and academic instruction in counselor education programs (Calley & Hawley, 2008; Hawley & Calley, 2009; Moss et al., 2014).

Student development and professional identity. Edmonds (2015) suggested that the impact of these faculty hiring practices extends beyond the quality of life and identity development of the faculty, but that this shift to contingent faculty affects the quality of education for students. Although the unhappiness, isolation, and dissatisfaction of the part-timers influences the classroom environment, combined with limited preparation time for class content, limited to no autonomy matching courses to expertise, heavy workloads, and commuting between multiple schools, students suffer (Edmonds, 2015; Jenkins, 2014). With limited time or occasion for engagement with students outside of the classroom, opportunities for mentoring, modeling, and relationships to support recommendations for future success are missing (Edmonds, 2015).

Researchers have demonstrated that a student must begin developing his or her professional identity during graduate training, integrating his or her personal values and beliefs within the professional context of the classroom through academic content, mentoring with faculty, and modeling by faculty (Choate et al., 2005; Crocket & Kotzé, 2012; Dollarhide et al., 2013; Gibson et al., 2010; Hall & Burns, 2009). If the faculty assumed to be providing this context lacks their own professional identity or the time to engage in this relationship, there will be no transmission of professional identity to the next generation (Cunningham, 2014; Pittman & Foubert, 2016).

A strong professional identity provides counselors with a connection personally and professionally with the counseling community, improving ethical care by reducing symptoms of burnout, and maintaining excellence in service delivery through continuing engagement with research and advancement in the field (Pittman & Foubert, 2016; Reiner et al., 2013). The establishment of this professional identity begins in graduate school and is reliant upon the transmission of an established identity through the modeling, mentoring, and academic training of devoted, full-time counselor educators (Hawley& Calley, 2009).

Calley and Hawley (2008) defined the need for a comprehensive model to illustrate the creation of a CPI but this template lacked a comprehensive and unified definition of CPI. Researchers continued to explore the factors influencing CPI, producing grounded research (Burkholder, 2012; Dollarhide et al., 2013; Gibson et al., 2010), qualitative inquiry (Alves & Gazzola, 2011; Burns & Cruikshanks, 2017; Cunningham, 2014), and exploratory studies (Calley & Hawley, 2008; Choate et al., 2005; Coppock, 2011). Researchers attempted to develop measures for assessing CPI, creating the Professional Identity and Engagement Survey with three components (Puglia, 2008), the Professional Identities and Values Scale with seven components (Healey, 2009), the Counselor Professional Identity Measure (CPIM) with six subscales (Emerson, 2010), and the PISC with six domains (Woo, 2013), all highlighting the need for a clear identity for counseling to flourish as a profession (Woo & Henfield, 2015). This research explored the process of professional identity development for master's students as counselors in training, new professionals in the field, independently licensed

counselors, or other subgroups or counseling specialties. However, if professional identity should begin and develop while in graduate school (Dollarhide et al., 2013; Reiner et al., 2013) and occurs through the process of mentoring, modeling, and academic training from counselor education faculty (Moss et al., 2014; Reiner et al, 2013; Woo et al., 2017), then establishing criteria to understand, evaluate, and promote counselor educators' professional identity development is critical to the entire CPI process (Woo & Henfield, 2015; Woo et al., 2017).

Remley and Herlihy (2016) provided a six-part definition, listing knowledge and understanding of (a) counseling's history, (b) counseling's philosophy, (c) the roles and functions of counselors, (d) professional ethics, (e) professional pride, and (f) professional engagement. CACREP seemed to respond to this critique, because within the updated 2016 CACREP Standards (2015), CACREP provided comprehensive criteria defining professional counseling orientation and ethical practice, highlighting outcome-based engagement in the following areas:

- history and philosophy of the counseling profession and its specialty areas;
- the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation;
- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams;

- the role and process of the professional counselor advocating on behalf of the profession;
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- professional counseling organizations, including membership benefits, activities, services to members, and current issues;
- professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- current labor market information relevant to opportunities for practice within the counseling profession;
- ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling;
- technology's impact on the counseling profession;
- strategies for personal and professional self-evaluation and implications for practice;
- self-care strategies appropriate to the counselor role; and
- the role of counseling supervision in the profession. (pp. 8-9)

With the clarity provided in these criteria, clear guidelines for a common training curriculum, an established and broadly accepted code of ethics, regional and national professional associations, licensure across all 50 states with movement towards

standardization of guidelines, and increased federal recognition, the counseling profession can be said to be fully established. What remains is the development and transmission of this professional identity in counselor education and clinical practice (Spurgeon, 2012; Woo et al., 2017).

Most of the literature exploring CPI definitions and measures is incomplete, broaden to encompass varied aspects of counselor development, or limited in their scope (Emerson, 2010). Calley and Hawley (2008) recognized the critical role of counselor educators in promoting and establishing CPI and Woo et al. (2017) demonstrated the pivotal position of examining the professional identity development of counselor educators. The definition and criteria for professional identity orientation and development are built into the CACREP Standards (2015) and categorized by Remley and Herlihy (2016), expecting the presence of counselor educators in core faculty positions to provide mentorship, modeling, and academic training for CPI to future counselors (Okech, Astramovich, Johnson, Hoskins, & Rubel, 2006; Puglia, 2008; Woo et al., 2017).

Zimpfer et al. (1997) surveyed counselor educators in doctoral programs in the United States to determine their perception of the process of identity development throughout their doctoral work. The emphasis of this survey was on the goals and intentions of the counselor education faculty for preparing future counselor educators through the formal and informal curriculum (Zimpfer et al., 1997). They evaluated the programs' emphases across the five professional domains of clinical practice, supervision, teaching, scholarship/research, and leadership, and discovered that training

for leadership had no emphasis for almost 20% of the programs. If counselor educators are to provide mentorship and a transmission of CPI to future counselors, leadership training and practice is a critical skill (Zimpfer et al., 1997).

Development of a CPI is a continuing process, growing and strengthening throughout one's career (Choate et al., 2005). This was supported by Woo et al. (2017) who found that there are differences in professional identity scores between master's students, doctoral students, and counselor educators. However, because a master's degree in counseling is a terminal degree preparing students to become counselors and not counselor educators, counselors moving into counselor education must make a shift in their professional identity from the role of clinician and practitioner to counselor educator (Limberg et al., 2013). This shift is difficult for many as the roles and expectations for clinical practice defined by wellness, prevention of harm, lifespan development, and empowerment (Emerson, 2010; Puglia, 2008) continue while the additional roles in supervision, leadership and advocacy, scholarship and research, and teaching are added and must be incorporated into this existing identity (CACREP, 2015; Carlson et al., 2006; Reiner et al., 2013; Woo et al., 2017; Zimpfer et al., 1997).

The process of professional identity development is supported through engagement in the academic community, supporting new counselor educators in their development into this new identity, but without the support, acceptance, and engagement of existing tenured faculty or institutions (Levin & Hernandez, 2014). With higher education utilizing adjunct faculty from professional fields to fill teaching positions, counselor educators straddle the two worlds of academia and clinical practice, provided

limited acceptance within academia and few opportunities for promoting the developmental process necessary to mature into the professional identity of a counselor educator (Speck, 2003; Webb et al., 2013; Woo & Henfield, 2015).

Researchers in counseling and counselor education emphasized the importance of professional identity in the field, finally establishing a comprehensive definition and guidelines for development (CACREP, 2015; Remley & Herlihy, 2016), but these factors assume a strong professional identity from the counselor educators providing the instruction and attunement to this model (Woo et al., 2017). If counselor education follows the trend in postsecondary education by using predominantly adjunct and part-time faculty outside the three required core positions and this part-time status contributes to limitation in professional identity development, we may see issues with CPI transmission if the counselor educators lack strong professional identities. It is imperative to determine whether counselor educators' academic roles influence their professional identity development.

Summary and Conclusions

In summary, the historical development and progression of counseling from vocational guidance, to clinical mental health, to counselor education, mirrors the identity development process across the lifespan (Gale & Austin, 2003). Birthed from the fields of psychology, psychiatry, and medicine, counseling struggled to differentiate itself from these related disciplines (Hanna & Bemak, 1997; Hansen, 2003; Herr, 2013). By establishing independent accreditation standards, certification bodies, journals, and academic departments, counseling worked to gain professional status as a unique entity

focused on prevention of harm, wellness, lifespan development, and empowerment (Emerson, 2010; Remley & Herlihy, 2016). As licensure spread across the United States, the need for strengthening counseling's identity became apparent, but the details for that unified presentation of professional identity took years of dialogue and cooperation (ACA, 2010; AMHCA, 2017). Now with a consensus definition of professional identity (Kaplan et al., 2014; Remley & Herlihy, 2016), standards to support the development of this identity (CACREP, 2015), and a scale for measuring the progress of this development (Woo et al., 2017), counseling can move from the stage of moratorium to identity achievement (Torres et al., 2003).

As higher education adjusts to the shifting demands of culture, economy, and society, the use of faculty in traditional full-time roles shifts as well (Magness, 2016). Although CACREP (2015) seemed to acknowledge the concerns providing counselor educators as full-time core faculty within their educational programs, the growing demand for counseling professionals (BLS, 2017) juxtaposed with the economic and political realities in higher education (Edmonds, 2015; Ehrenberg, 2012) means more adjunct and part-time counselor educators as instructors. Those part-timers who desire tenured faculty positions experience isolation, exclusion, work overload, and burnout (Hill, 2004; Levin & Hernandez, 2014; Sabanciogullari & Dogan, 2015). Socialization into the academic community and mentoring from older faculty provides the necessary context for professional identity development as a counselor educator (Pittman & Foubert, 2016). The effective transmission of the values, skills, and dispositions necessary for the development of professional identity in counseling and is expressed

through engagement in professional organizations, mentoring, supervision, and skill development (Borders et al., 2011; Mellin et al., 2011; Pittman & Foubert, 2016; Spurgeon et al., 2012). A strong and established CPI is critical to the transmission of this identity to students as future counselors and the future of counseling as a whole (Woo et al., 2017). In Chapter 3, I will present how I intended to utilize the PISC to determine whether a relationships existed between a counselor educator's academic role as non-tenured faculty or tenured faculty on his or her degree of CPI.

Chapter 3: Research Method

Introduction

In this chapter I address the research methodology that I used to examine the relationship between counselor educators in tenured or nontenured (full-time, part-time, or adjunct) academic positions and their professional identity development. This strength of the relationship between academic position and professional identity development hopefully clarified the factors of CPI in counselor educators and will provide direction for the future of counselor training. In this chapter, I present the research design and rationale, explaining the methodology regarding population, sampling and sampling procedures, recruitment procedures, instrumentation, variables and data analysis, and, finally, threats to validity and ethical concerns.

Research Design and Rationale

I used a correlational design of a cross-sectional nature with the intent of studying the relationships between the IVs of employment status, tenure status, and years of experience as a counselor educator and DV of CPI as measured by Woo's (2013) PISC (Campbell & Stanley, 1963). I gathered the data using a survey and collected the data at one point in time. I used a demographic form to collect the IV data of employment status, tenure status, and years of experience as a counselor in the field. A correlational design allows the researcher to define the strength and direction of the relationship between the variables (Campbell & Stanley, 1963). Because this design is only seeking data from a single point of time, a one-time survey distributed electronically should

produce the clearest results with the least expense of time and money (Groves et al., 2009).

This design is more appropriate than another quasi-experimental or experimental approach because I did not seek to manipulate variables but attempted to measure the relationship between existing variables (Campbell & Stanley, 1963). I did not have the ability to control the IV of academic role placement for my participants to establish the causation of academic role on professional identity development. An experimental or quasi-experimental control would be limited by the presence of covariates (Frankfort-Nachmias, Nachmias, & DeWaard, 2015). For similar reasons, a pretest/posttest control group design was inappropriate as the experimental design in that I did not have the ability to manipulate the IV (Campbell & Stanley, 1963). Research using a multiple time series design might have provided a useful design for my research question, variables, and hypotheses by administering the PISC at multiple stages over a period of years as participants obtain teaching positions in various roles, but the extended timeframe of this approach made the study unfeasible at this stage (Frankfort-Nachmias et al., 2015).

The correlational design was the best fit despite limitations with not being able to establish causal relationships between variables. There was also potential bias from a lack of random assignment and selection in assignment of conditions as participants entered the study with variable values already being determined by their own life experiences and choices (Campbell & Stanley, 1963). I used a multiple linear regression analysis to address issues of external validity and collected data from a large sample to reduce concerns with selection bias, providing the strength of analysis of the relationship

between continuous variables (Campbell & Stanley, 1963; Field, 2013). With my desire to define the relationship between academic role and professional counselor identity, the cross-sectional design was the best design for my study to compare the identity development of either nontenured full-time, adjunct, or part-time faculty and tenured full-time faculty in counselor education. This comparison provided clarity to the connection between academic role and professional identity development in the counselor educator, supporting the intention of the counseling field to enhance identity achievement in current and future counselors and counselor educators.

Methodology

Population

I drew my sample from the population of counselor educators who were active members of the ACA's ACES using the listserv CESNET-L. As of January, 2017, the list had over 3,400 members (Jencius, 2017) with 3,531 members in the ACES division of ACA in November, 2017 (Marsha Wiggins, personal communication, December 22, 2017). The field of counseling is growing, the BLS (2017) reporting a growth rate of 20% and total jobs over 260,000 over the next 7 years. Excluding related careers in substance abuse, behavioral disorder, and career counseling, the estimate for mental health counselors in the United States is around 140,000 (BLS, 2016). Of these mental health counselors, 55,000 currently maintain membership with the ACA (2017). As the CACREP (2016) noted in their 2015 annual report, CACREP accredited 717 counseling programs across the United States representing 2,286 full-time faculty members, 41,333 enrolled students, and 12,257 graduates across masters and doctoral programs.

Sampling and Sampling Criteria

The sampling strategy that I used for this study was a purposeful convenience sample. This sampling strategy provided a representative sample of the larger population, recognizing that the exact representation and probability of inclusion was unknown. The purposive aspect reflected the delimitation to ACES members from CESNET-L, a subset of the broader population on CESNET-L, but one that reflected acknowledgment of the identity expectations for counselor educators as evidenced by their membership with ACES. Although using CESNET-L was convenient as the participants were all gathered in one place digitally, it also provided a broader swath of potential participants as it was not limited by geography, institution-type, gender, or instructional method.

Participants who met the sample criteria for my study existed as a subset of participants within ACES and participated in this internet listserv. ACES provided a central unifying identity for counselor educators from which to identify potential participants for my study and the CESNET listserv was a forum for discussing these and related ideas (Jencius, 2017). The CESNET-L suggested requesting permission from the list owner prior to posting including providing basic information regarding the survey.

I used G*Power to calculate my required sample size using the *t*-test family for linear multiple regression with fixed effects, a single regression coefficient, and an effect size of 0.25 with three predictors. The calculated total sample size was 45 for a replication of 95% and desired level of power (.8). This number ensured a sufficient effect size regardless of overall participant role distribution (Rudestam & Newton, 2015).

Procedures for Recruitment, Participation, and Data Collection

Because my target demographic was counselor educators with doctorates in counselor education and supervision, I recruited my sample from the ACES Listserv, CESNET-L. The population of this listserv, estimated at around 3,400 members, were predominantly active counselor educators and members of both the ACA and ACES division (Jencius, 2017). I recruited participants through an e-mail invitation on the CESNET-L listserv, describing the purpose of the study, informed consent, and participant qualifications, providing a link to the survey in the e-mail. I obtained the link to the survey by uploading the survey, which included demographic questions (Appendix A) such as age, gender, employment status, tenure status, and years of experience along with the 53-item PISC (Appendix B), to SurveyMonkey following Institutional Review Board (IRB) approval. Participation in the study was voluntary, with the option for participants to withdraw at any time.

SurveyMonkey maintains participant confidentiality and masking while also providing data collection and storage for retrieval and download to SPSS for analysis. Once sufficient participants responded to the survey, I retrieved the data from SurveyMonkey and processed the content using multiple linear regression in SPSS. I will submit findings from the study as a journal article to ACES for publication consideration in the *Counselor Education and Supervision* journal and provide a link to my completed dissertation to the CESNET-L community. I did not provide any additional follow-up with individual participants as their identity and contact information will be unavailable as part of the confidentiality and masking process.

Instrumentation and Operationalization of Constructs

Professional identity scale in counseling. Puglia (2008) presented CPI as encompassing how professional counselors self-define their identity, what they do, how they are different from other helping professions, and how they are trained. The Professional Identity and Engagement Survey was created to quantify how professional identity developed in master's students, but this scale only measured subsets or specialties within the counseling field. What was needed was a professional identity measurement tool that encompassed the comprehensive aspects of professional identity described by Remley and Herlihy (2016) and standardized by CACREP (2015). Woo (2013) constructed the PISC to provide counselors and counselor educators a straightforward instrument that measures collective professional identity across the domains of this new consensus definition of CPI, establishing a standard of measurement across the developmental process regardless of subspecialties and roles. This instrument was critical for measuring the CPI of counselor educators as they provide training and mentoring across all academic levels and specialties within the field. This measure also strengthened the collective professional identity of counseling through a standardized assessment scale (Woo, 2013; Woo & Henfield, 2015; Woo et al., 2017).

Aligning with the newly established CPI definition, the PISC consisted of six subscales with 53 items in total to explore the fundamental question of, "How do we introduce ourselves to the public as counseling professionals?" (Woo et al., 2017, p. 16). This question was especially important for counselor educators in part-time and adjunct roles as they perceived their identity as predominantly a clinical counselor and not as a

counselor educator, negatively impacting their ability to facilitate students' professional identity (Woo et al., 2016). The six subscales included engagement behaviors (14 items), knowledge of the profession (10 items), attitude (nine items), professional roles and expertise (nine items), philosophy of the profession (seven items), and professional values (four items; Woo et al., 2017). This measure offered the necessary discrimination between the levels of CPI, distinguishing between the CPI of master's level students, doctoral students, and counselor educators to assist in evaluating the distinctions in CPI for full-time, part-time, and adjunct counselor educators along this continuum (Woo et al., 2017). Woo et al. (2017) demonstrated that the PISC can distinguish the group differences between master's students, doctoral students, and counselor educators. Mentorship continues to serve as a critical method by which CPI is developed (Okech et al., 2006; Woo et al., 2017), but the time and space constraints inherent for part-time and adjunct faculty may limit the opportunity for this important function. Counselor educators are in a visible and critical role to acculturate the next generation of counselors in their professional identity (CACREP, 2013; Cunningham, 2014; Dollarhide et al., 2013; Hawley & Calley, 2009; Kaplan & Gladding, 2011; Luke & Goodrich, 2010; Prosek & Hurt, 2014; Protivnak & Foss, 2009; Reiner et al., 2013; Swickert, 1997; Ziomek-Daigle & Christensen, 2010). Because of the newness of this model of professional identity and the emphasis on wellness, prevention of harm, and development as unique to counseling, many counselor educators lack an integrated professional identity (Levin & Hernandez, 2014). Counselor educators must experience the integration of their personal and professional selves into a professional counselor identity

before they can teach, model, or mentor this same process for their students (Moss et al., 2014; Reiner et al., 2013).

Using the six subscales and 53 items in total, participants responded using a six-point Likert-type scale ranging from 1 (*not at all in agreement*) to 6 (*totally in agreement*). As Woo et al. (2017) described, the higher the participant's score, the higher the professional identity the participant is assumed to have. Drawing from Woo's (2013) established study, Harwood (2017) adapted the PISC to American Sign Language/English Interpreters to evaluate the professional identity development of counseling interpreters. Littlefield (2016) verified the reliability and validity of the PISC in a quantitative study of career counselors with a high internal consistency ($\alpha > .70$) for three of the five PISC subscales.

The PISC total scale demonstrated a strong relationship to each of its component subscales ($rs = .22$ to $.88$, $p < .01$) and internal consistency ranging from 0.48 to 0.89 ($\alpha = 0.92$; Woo & Henfield, 2015). Cronbach's alphas for the subscales were .89 (engagement behaviors), .88 (knowledge of the profession), .80 (attitude), .80 (professional roles and expertise), .72 (philosophy of the profession), and .45 (professional values). Woo et al. (2017) also noted significant correlation (i.e., .70) with the Professional Identity and Values Scale (Healey, 2009), a separate validated measure of CPI. These correlations supported construct validity.

Operationalization. The selection of variables for this study came from the available data describing American higher education trends and the factors influencing professional identity development in counseling and counselor education. I individually

coded the variables as explained below and as seen in Table 1. The same variables applied to all the participants.

Employment status. Addressed as an element in the demographic survey preceding the PISC, employment status delineated academic role between full-time, part-time, and adjunct positions, noting that although all of these roles may be contingent for those faculty in non-tenured positions, the level of belongingness and opportunities for student engagement, collegial engagement, mentoring, and course loads will differ across these employment statuses (Cunningham, 2014; Levin & Hernandez, 2014; Levin & Shaker, 2016).

Tenure status. Although tied to employment status, tenure status provides a degree of job security and academic freedom not available in non-tenured roles, matching the study participants to the broader higher education literature with classification in contingent and non-contingent positions (Cunningham, 2014; Gittleman, 2015; Scholtz, 2013). Although also coded above as part of full-time status, separate coding of tenure status as a separate variable provided a faster means of broad comparison.

Years of experience. Years of experience in counselor education provided an additional demographic metric of comparison between the counselor educators, noting that experience as counselor educators appears to correlate to CPI development (Naslund, 2015; Woo et al., 2017). For this study, years of experience in counselor education began counting upon completion of the individual's doctorate in counselor education, seeking to correlate CPI with years of experience as counselor educators practicing in the field and not just master's level counselors or instructors (Bowers, 2017; Calley & Hawley, 2008;

Reiner et al., 2013; Woo et al., 2016). Bowers (2017), Naslund (2015), and Felton (2016) described CPI among counselor educators as a developmental and maturation process, with years of experiencing serving as a useful predictor or corollary to professional identity.

PISC scores (DV). Participants' scores for each subscales were recorded as reported with the subscales coded to differentiate aspects of professional identity along the subscales. As noted above, the PISC (Appendix B) entailed six subscales and 53 items in total, asking participants to respond using a 6-point Likert-type scale ranging from 1 (not at all in agreement) to 6 (totally in agreement) (Woo et al., 2017). Participants' scores across the subscales demonstrated developmental growth in professional development across the domains of counselor identity, training, and competence described by the CACREP Standards (2015) and current research in counselor educator identity (Owens & Neale-McFall, 2014; Reiner et al., 2013; Swickert, 1997; Urofsky, 2013).

With the six categories aligning with the current definitions of CPI in the literature, subscale scores and total scores provided meaning in measurement through comparison to one another and the related factors of employment status, tenure status, and years of experience. Woo et al. (2017) demonstrated differences across the subscale scoring directly related to academic level and years of experience in the profession with this study adding the factor of academic role as an additional point of comparison. With 53 items, scores ranged from 53 to 318 for total scoring with subscales providing additional points of comparison for noting the participants' perceptions of CPI. As Woo

et al. (2017) suggested, although the Likert-scale model of the PISC produces ordinal scaling in scoring, the professional identity development that the scale measures demonstrates a continuous variable and enables an interval scale of measurement.

Table 1

Variables & Coding

Independent variable	SPSS coding
Employment status	0 = part-time; 1 = full-time
Tenure status	0 = tenure status; 1 = non-tenure status
Years of experience	0 = less than one year; 1 = one year; 2 = two years; 3 = three years; 4 = four years; 5 = five years; 6 = six years; 7 = seven years; 8 = eight years; 9 = nine years; 10 = 10 years; 11…
Dependent variable	**Item numbers**
PISC Scale with six domains	Six-factor structure with 53 items
Engagement Behaviors (EB)	14 items
Knowledge of the profession (KP)	10 items
Attitude (AT)	9 items
Professional roles and expertise (RE)	9 items
Philosophy of the profession (PP)	7 items
Professional values (PV)	4 items

Data Analysis Plan

The research question and hypotheses for this study were as follows:

RQ: What is the relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC?

H_0: There is no statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of

experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC.

H_a: There is a statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC.

The data analyses that I used in this study included descriptive statistics, *t*-Tests, correlations, and multiple linear regression based on the scoring of the PISC. I processed the entire statistical procedure through SPSS 24 (IBM, 2016).

Descriptive statistics. Descriptive statistics assessed the quality of the reported demographic survey information, describing the mean, mode, median, standard deviation, and frequencies among the gathered characteristics (Pace, 2016).

***t* tests.** I completed *t* Tests to determine if there were any statistically significant differences in the DV between groups within IVs (for example between men and women or Whites and non-Whites).

Multiple linear regression. Multiple linear regression allowed the demonstration of the strength of relationship between IVs and the DV by alternating control of each IV to determine strength of relationship and correlation (Frankfort-Nachmias, Nachmias, & DeWaard, 2015). Multiple linear regression was used because the DV is linear in nature and not binary (Field, 2013; Frankfort-Nachmias et al., 2015).

Threats to Validity

Because the purposive convenience sampling used the CESNET-L to draw participants from across the counselor education spectrum, participants were representative of counselor education doctoral graduates as all CESNET-L members have an opportunity to participate and the members provide a strong representation of the broader counselor education population (Jencius, 2017). Concerns with testing reactivity were limited because of the repeated application of the PISC without deleterious effects (Woo & Henfield, 2015; Woo et al., 2016; Woo et al., 2017). By only administering the survey once, and providing three reminders, issues of internal validity regarding history, maturation, regression, maturation, or mortality were not a concern (Frankfort-Nachmias et al., 2015).

Response and acquiescence biases may sometimes present as a concern as the participants may have desired to be seen as having greater CPI development, so Woo (2013) intentionally limited reverse coding items in the instrument development. A potential concern of internal validity existed with instrumentation in that Woo et al. (2017) administered a similar survey also using the PISC within the past few years using CESNET-L. Although this may have been a factor in the testing process, I do not believe this produced concerns for internal validity as exposure to the measure provided an element of professional development for counselor educators working in the field, highlighting the components influencing CPI.

Woo et al. (2017) viewed the PISC as a useful tool for frequent administration to measure improvements in CPI, reducing concerns for instrumentation effect as a threat.

Using multiple linear regression addressed issues of casual effect and potential bias in selection as external threats to the study. No concerns existed regarding the interaction of selection effects as the study was designed to intentionally study these elements, though the choice of one group for administration limited the generalizability of the study. Although the results only reflected those counselor educators who were members of the CESNET-L forum, given the numbers of total counselor educators in CACREP-accredited institutions (2,286 full-time faculty), total members of the ACES division of ACA (3,531), and the number of members in the CESNET-L forum (3,400), the selection pool seemed to provide a comparable group to the general counselor educator population.

Ethical Procedures

Following the guidelines and expectations for social science research through Walden University, I obtained Institutional Review Board (IRB) approval for the study on March 14, 2018 (approval number was 03-14-18-0582406), before contacting any potential participants or collecting any data. The IRB provided a final check to the ethical value of my study, ensuring my participants were not at risk or coerced to participate (Frankfort-Nachmias et al., 2015). Potential protected classes of individuals participating in the study included people who were pregnant or had physical or mental health issues (National Academies Press, 2009). Although all the participants for this study included doctoral graduates from counselor education and supervision programs teaching in counselor education programs, this factor did not eliminate those protected classes noted above. However, this study presented minimal risk to the participants by asking questions relative to their perception of CPI reflected in their training and current

teaching positions. No information that I collected caused strain or discomfort, so this was not an issue for IRB approval.

I included an informed consent regarding the purpose, parameters, and social change implications of the study in the listserv request for respondent participation, attaching my contact information to provide the opportunity for participants to contact me with any issues, concerns, or to have their information removed from the study (ACA, 2014; Groves et al., 2009). Because participants must have had a doctoral degree in counselor education, issues of access and understanding of the purpose and intention of the study were limited (ACA, 2014). Although the study was only provided in English, this barrier was limited for the participants as all existing communications and threads administered through the CESNET-Listserv were currently in English as well. I used SurveyMonkey to administer and process all of the survey results upon completion, providing masking of the individual identities of the participants and enabling secure storage of the findings (ACA, 2014).

Conclusion

I used a correlational design for this study, employing multiple linear regression to strengthen the analysis of relationship between the variables of employment status, tenure status, and years of experience and the DV of professional identity as measured by the PISC. I needed a total sample size of 45 for a replication of 95% and desired level of power (.8) to ensure statistical significance. With 3,400 members, CESNET-L provided a convenient and accessible venue for reaching doctoral level counselor education and supervision counselor educators and represented a comparable population to the broader

counselor educator community. In Chapter 4, I will discuss the data collection process and a summary of the research results and their impacts on the hypotheses. I will then include the findings from the statistical analyses. Finally, I will provide a summary in which I answer my research question based on the results of my analyses.

Chapter 4: Results

Introduction

With higher education shifting hiring practices toward more contingent teaching positions outside the customary tenure roles (Cunningham, 2014; Gittleman, 2015; Levin & Hernandez, 2014), the traditional methods for transmitting CPI through modeling, mentoring, and academic instruction may be changing as well (Dollarhide et al., 2013; Hall & Burns, 2009; Pittman & Foubert, 2016). The field of counseling is seeking to strengthen counselor identity and the development and transmission of CPI for new graduates and existing counselors in the field (ACA, 2010; Kaplan et al., 2014). The level of professional identity development for counselor educators is a critical component of this process as both counselors and counselor educators begin the process of professional identity formation while in graduate school, and it is done by establishing an identity framed from their experience with their faculty (Carlson et al., 2006; Reiner et al., 2013).

The purpose of this quantitative research study was to determine the relationship between identity development of counselor educators and their professional identity with contingent or noncontingent academic positions. Clarifying the connection between a counselor educator's academic role (tenure/nontenure and full-time/part-time) and level of professional identity, as measured by the PISC, has the potential to improve the development of CPI among future counselors during their formative graduate training. The goal is to match the vision in the field of strengthening the identity of counselors with a commitment to the mentoring and modeling process.

The principal RQ for this study was the following: What is the relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC? This RQ provided the following null hypothesis (H_0): There is no statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC. The alternative hypothesis (H_a) stated: There is a statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC.

In this chapter I describe the data collection, study analysis techniques, and variables for the analyses, as well as the descriptive statistics, *t*-test analyses, correlation analysis, multiple linear regression, and resulting data interpretation.

Data Collection

I gained Walden's IRB approval March 14, 2018 (IRB # 03-14-18-0582406). I began the research study with the distribution of the survey on Friday, March 16, 2018, through the CESNET-Listserv, reaching 4,042 recipients with the initial participation request. This initial participation request was designed to last for 2 weeks and included a description of the survey purpose, two screening questions for inclusion, and a link to the survey with informed consent. I used SurveyMonkey to create and organize the survey with the link from the survey included in the e-mail to the CESNET-Listserv. Responses

trickled in over the first week with no additional responses in the second week and a final participant response to the initial request of 16 participants. I distributed the second participation request on Monday, April 2, 2018, reaching 4,016 participants and noting the intention to have this second distribution last for 1 week. One participant asked a question to me through the listserv thread, bumping the request back to the top of the e-mail string with my response and prompting additional participants to complete the survey, ending the week of the second distribution with 40 participants. I distributed the third and final participation request to the CESNET-Listserv on Monday, April 9, 2018, reaching 4,019 participants and obtaining the final few responses needed to obtain statistical significance with 62 total responses and 50 completed responses, closing the survey Sunday, April 15, 2018.

The average number of participants reached through the listserv across the three distributions was 4,025, but I do not know what number of those 4,025 actually saw and read the e-mail. Basing the sample on the average number of CESNET-L recipients (N = 4,025), with 62 total responses I had a response rate of 1.54% and a completion rate of 1.2%. Though this is a very low response rate, this response rate exceeds my desired sample size of 45 needed for a replication of 95% and desired power level (.8) for statistical significance (G*Power; see Chapter 3 for discussion of power analyses). The total CESNET-L recipient population also grew from my initial numbers reported by Jencius in January, 2017 with an increase in members from 3,400 to just over 4,000.

Results

Demographics

Personal demographics collected included age, gender, years since completing a Ph.D. in Counselor Education and Supervision, and years of counselor education experience. Additional demographics of the respondents included teaching position or academic role as tenured or nontenured and teaching level as doctoral, master's, or undergraduate. This information is summarized in Table 2. With a mean age of 42 and average of 6 years since completing a PhD, the respondents reflected a younger population of predominately middle-aged women just gaining their stride teaching at the master's level in counseling.

Table 2

Sample Demographic Characteristics

Characteristic	*n* = varies by response
Age, mean years (*SD*) (*n*=49)	42.24 (*11.494*)
Gender (*n*=50)	33 Female (66%), 17 Male (34%)
Mean years since completing PhD (*SD*) (*n*=49)	6.61 (*8.219*)
Mean years of CE experience (*SD*) (*n*=46)	7.26 (7.36)
Teaching Position (*n*=50)	
Tenured, *n* (%)	19 (38.3%)
Non-Tenured, *n* (%)	31 (61.7%)
Teaching Level (*n* = 49)	
Doctoral Level, *n* (%)	8 (16.3%)
Master's Level, *n* (%)	40 (81.6%)
Undergraduate Level, *n* (%)	1 (2.04%)

Descriptive Statistics

Respondents were asked to indicate their level of agreement with the survey items, which were Likert-scaled, ranging from *Totally in Agreement* (6) to *Not at all in*

Agreement (1). I conducted frequency statistics on all survey items, grouped according to the subscale categories listed below with *n* and mean score from the scale listed with each question and for the subscale and total PISC score in Tables 3-8. The results of the frequencies across responses (in percentages) can be found in Appendix C.

Table 3

Mean scores on PISC Engagement Behaviors (EB) subscale

Dependent variable	Item numbers	Mean
PISC Scale with six domains (*n*=45)	Six-factor structure with 53 items	5.46 (total scale)
Engagement Behaviors (EB)	14 items	5.32
EB1. I have membership of professional counseling associations (e.g., national, statewide, and/or regional) (*n*=45).		5.88
EB2. I actively engage in professional counseling association by participating in conferences and workshops every year (*n*=45).		5.46
EB3. I engage in certification/licensure renewal process (e.g., LPC: Licensed Professional Counselor, NCC: National Certified Counselor) (*n*=44).		5.52
EB4. I have contributed to expanding my knowledge base of the profession by participating in counseling research (e.g., by being interviewed, by taking surveys) (*n*=45).		5.44
EB5. I have conducted counseling research (*n*=45).		5.55
EB6. I have published research findings in my field (*n*=45).		5.15
EB7. I follow up with theoretical, practical, and technical advancement in my profession by keeping up with literature (e.g., professional counseling journals, books) in the field (*n*=45).		5.42
EB8. I engage in or seek opportunities to serve in nonrequired leadership positions (e.g., counseling association, CSI: Chi Sigma Iota, interest network, committee, volunteering work, community service) (*n*=45).		5.26
EB9. I educate the community and public about my profession (*n*=44).		5.18
EB10. I advocate for my profession by participating in activities associated with legislation, law, and policy on counseling on behalf of the profession (*n*=45).		4.57
EB11. I seek feedback/consultation from professional peers/colleagues as a form of professional development (*n*=45).		5.44
EB12. I regularly communicate with a mentee who is interested in his/her professional development (*n*=45).		4.95
EB13. I keep in contact with counseling professionals through training and/or professional involvement in counseling associations (*n*=45).		5.57
EB14. I keep involved in ongoing discussions with counseling professionals about identity and the vision of my profession (*n*=45).		5.17

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Table 4

Mean Scores on PISC Knowledge of the Profession (KP) Subscale

Dependent variable	Item numbers	Mean
Knowledge of the profession (KP)	10 items	5.60
KP1. I know the origins of the counseling profession (*n*=45).		5.80
KP2. I am knowledgeable of the important events and milestones (e.g., establishing ACA, state-level licensure) in counseling history (*n*=45).		5.42
KP3. I am knowledgeable about ethical guidelines (e.g., codes of ethics/standards of practice) in counseling (*n*=45).		5.77
KP4. I am familiar with accreditation organizations (e.g., CACREP: Council for Accreditation of Counseling & Related Educational Programs) and their standards for professional preparation (*n*=45).		5.75
KP5. I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors) and their requirements for credentials (*n*=45).		5.53
KP6. I am familiar with professional counseling associations (e.g., ACA: American Counseling Association) and their roles and accomplishments in the profession (*n*=45).		5.71
KP7. I am knowledgeable of professional counseling journals (e.g., JCD: *The Journal of Counseling & Development*, journal(s) relevant to my specialty area) and their contents' foci and purposes in the profession (*n*=45).		5.66
KP8. I am able to distinguish similarities and differences between my profession and other mental health professions (e.g., counseling psychology, social work, and psychiatry) (*n*=45).		5.60
KP9. I am familiar with laws (e.g., court cases, licensure) and regulations related to my profession (*n*=45).		5.26
KP10. I am able to distinguish the counseling philosophy from the philosophy of other mental health professions (e.g., counseling psychology, social work, and psychiatry) (*n*=45).		5.55

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Table 5

Mean Scores on PISC Attitude (AT) Subscale

Dependent variable	Item numbers	Mean
Attitude (AT)	9 items	5.40
AT1. My profession has a well-established theoretical body of knowledge (*n*=45).		4.95
AT2. My profession provides unique and valuable services to society (*n*=45).		5.66
AT3. I value the advancement and the future of my profession (*n*=45).		5.86
AT4. I recommend my profession to those who are searching for a new career related to helping professions (*n*=45).		5.57
AT5. I am comfortable having discussions about the role differences between counseling and other mental health professions (e.g., counseling psychology, social work, and psychiatry) (*n*=45).		5.68
AT6. My personality and beliefs are well matched with the characteristics and values of my profession (*n*=45).		5.55
AT7. I am satisfied with my work and professional roles (*n*=45).		5.37
AT8. I have a solid work-life balance and feel congruent (*n*=45).		4.53
AT9. As a counseling professionals, I share my positive feelings (e.g., satisfaction) when working with people in other fields (*n*=45).		5.48

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Table 6

Mean Scores on PISC Professional Roles & Expertise (RE) Subscale

Dependent variable	Item numbers	Mean
Professional roles and expertise (RE)	9 items	5.76
RE1. I value various professional roles (e.g., counselor, educator, consultant, and advocate) that a counseling professional can hold (*n*=45).		5.86
RE2. A counseling professional's roles and duties varies depending on settings, diverse populations served, and the person's specialty (*n*=45).		5.71
RE3. Regardless of different roles (e.g., counselor, supervisor, or consultant) a major goal is client welfare (*n*=45).		5.86
RE4. I believe a counseling professional should value the importance of advocacy for the populations that the person serves (*n*=45).		5.73
RE5. I believe a counseling professional should value the importance of advocacy for the profession that the person belongs to (*n*=45).		5.60
RE6. I will/have completed professional training and standard education to perform my duties in my roles (*n*=45).		5.82
RE7. I have professional knowledge and practical skills required to successfully perform my roles (*n*=45).		5.82
RE8. I am confident that there will be positive outcomes of my work and services (*n*=45).		5.62
RE9. I am knowledgeable of ethical responsibilities and professional standards relevant to my roles (*n*=45).		5.84

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Table 7

Mean Scores on PISC Philosophy of the Profession (PP) Subscale

Dependent variable	Item numbers	Mean
Philosophy of the profession (PP)	7 items	5.61
PP1. The preventative approach is emphasized in the counseling philosophy (*n*=45).		5.15
PP2. It is important to view clients holistically, focusing on the integration of the mind, body, and spirit (*n*=45).		5.84
PP3. It is important to empower clients through an emphasis on personal strengths (*n*=45).		5.75
PP4. Advocacy for clients is emphasized in the counseling philosophy (*n*=45).		5.53
PP5. Clients are able to make constructive and positive changes in their lives (*n*=45).		5.73
PP6. Interactions in counseling are based on the relationship between counselor and client (*n*=45).		5.66
PP7. Research is an important part of the counseling profession (*n*=45).		5.66

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Table 8

Mean Scores on PISC Professional Values (PV) Subscale

Dependent variable	Item numbers	Mean
Professional values (PV)	4 items	4.81
PV1. I believe counseling is different from other mental health professions (e.g., counseling psychology, social work, and psychiatry) (*n*=45).		5.33
PV2. It bothers me to meet people who do not recognize my profession (*n*=45).		4.55
PV3. I would like to be more involved in professional development activities (*n*=45).		4.33
PV4. I believe core counselor education courses (e.g., career counseling, multicultural counseling, and group counseling) should be taught by counselor educators instead of other mental health professionals (e.g., psychologists, social workers, and psychiatrists) (*n*=45).		5.06

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Independent *t* Test Analyses

I conducted independent sample *t* tests to determine if there were statistically significant differences between mean scores by demographic groups such as gender (men versus women). The following section presents a discussion with tables in the appendices for each IV and the statistically significant differences of that analysis for both the total PISC and for each of the six subscales.

Men versus women. I used the independent samples *t* test to evaluate whether there are statistically significant differences in mean scores for the overall PISC score as well as with each of the six subscales by gender. The results of these tests can be found in Appendix C. The results indicated that women scored higher on professional identity development with the mean for the total PISC score by gender at 5.50 for women ($n = 27$, $SD = .27$) and 5.39 for men ($n = 16$, $SD = .40$). Assuming equal variance on the parametric test for overall PISC score, these findings are not statistically significant ($p = .319$). Although slightly varied in degree of significance with higher participant numbers in subscales due to missing data points overall, there were no statistically significant differences in gender with any of the subscale scores on the PISC as reflected in the independent samples test in Appendix C. The 95% confidence interval for the difference in means was minimal, ranging from -.10 to .31.

As shown in Table 9, two questions did produce statistically significant results with women agreeing more than men on survey items *RE4. I believe a counseling professional should value the importance of advocacy for the populations that the person*

serves, $M = 5.86$, $SE = .065$, $t(43) = 2.79$, $p = .008$ and *PP7. Research is an important part of the counseling profession*, $M = 5.82$, $SE = .086$, $t(43) = 2.13$, $p = .038$.

Table 9

Gender t-*Test Results*

Survey item	Gender		Mean difference
	Male	Female	
RE4. I believe a counseling professional should value the importance of advocacy for the populations that the person serves	5.50	5.86	.36
PP7. Research is an important part of the counseling profession	5.37	5.82	.45

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Nontenured versus tenured. I used the independent samples *t* test to evaluate if there is a statistically significant difference in mean scores by academic role (nontenured or tenured) for the overall PISC score as well as with each of the six subscales. Out of the 50 respondents to answer this question, 19 indicated they held a tenured position while 31 reported being nontenured with none of the existing nontenured respondents having held a tenured position previously. The results of these tests can be found in Appendix C Results were opposite of what was expected with nontenured respondents scoring higher across all subscales except the Engagement Behaviors, but the differences were not statistically significant ($M = 5.28$, $SE = .117$, $t(41) = .615$, $p = .542$). The 95% confidence interval for the difference in means was moderate, ranging from -.246 to .462.

A statistically significant difference existed in the Philosophy of the Profession subscale between these two groups, with two questions from the category also producing statistically significant differences (see Table 5), but with opposite results than expected

with nontenured respondents (n = 17, M = 5.46, SE = .127, $t(43)$ = -2.22, p = .031) scoring higher than tenured respondents (n = 28, M = 5.71, SE = .04, $t(43)$ = -2.22, p = .031). Additionally, questions *RE3* and *PV3*, shown in Table 10, showed statistically significant differences in mean scores, but again opposite from the expectation with nontenured respondents scoring higher than tenured respondents on the survey.

Table 10

Role t-*Test Results*

Survey item	Role		Mean difference	*p*
	Tenure	Non-tenure		
Philosophy of the Profession Subscale	5.46	5.71	.25	.031
PP3. It is important to empower clients through an emphasis on personal strengths.	5.52	5.89	.36	.037
PP5. Clients are able to make constructive and positive changes in their lives.	5.47	5.89	.42	.009
RE3. Regardless of different roles (e.g., counselor, supervisor, or consultant) a major goal is client welfare.	5.70	5.96	.25	.036
PV3. I would like to be more involved in professional development activities.	3.70	4.71	1.00	.036

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

Part-time (PT) versus full-time (FT). Of the 50 respondents, 31 reported non-tenured positions, divided as 21 teaching full-time, one part-time, and nine adjunct. Following the language and classifications from the earlier categories, I combined the part-time and adjunct roles together to form the part-time category. I used the independent samples t-Test to evaluate if there are statistically significant differences on PISC mean scores based on load status for non-tenured faculty, defined as part-time (contingent, including part-time or adjunct) or full-time (non-contingent), as well as with

each of the six subscales and individual questions. The results of these tests can be found in Appendix C. The overall PISC score was different at statistically significant levels for those with a full-time load compared to those with part-time loads (M = 5.58, SE = .047, t(24) = 2.689, p = .013) with the 95% confidence interval for the difference in means was moderate, ranging from .072 to .552 compared to those with a part-time or adjunct role (M = 5.26, SE = .144). Statistically significant differences were also found in the Engagement Behaviors subscale, with full-time respondents scoring higher (M = 5.45, SE = .114, t(24) = 2.725, p = 0.12) than part-time respondents (M = 4.80, SE = .246). No other statistically significant differences occurred across the subscales. Five individual questions produced statistically significant differences with full-time respondents (*n* = 20) scoring higher on all five questions then part-time respondents (*n* = 8), as demonstrated in Table 11.

Table 11

PT Versus FT t-*Test Results*

Survey item	Load *M* Full-time	Part-time	Mean difference	*p*
EB2. I actively engage in professional counseling association by participating in conferences and workshops every year.	5.85	4.50	1.35	.000
EB8. I engage in or seek opportunities to serve in nonrequired leadership positions (e.g., counseling association, CSI: Chi Sigma Iota, interest network, committee, volunteering work, community service).	5.40	4.125	1.275	.027
EB13. I keep in contact with counseling professionals through training and/or professional involvement in counseling associations.	5.80	5.00	.80	.019
KP5. I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors) and their requirements for credentials.	5.80	4.625	1.225	.006
RE1. I value various professional roles (e.g., counselor, educator, consultant, and advocate) that a counseling professional can hold.	6.00	5.62	.38	.028

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1).

I then reran the independent samples t-Test including the tenured faculty in the full-time load category, creating 40 full-time respondents and 10 part-time respondents, as demonstrated in Table 7 below. This change removed the statistical significance of the overall PISC score by lowering the mean score for full-time respondents ($M = 5.50$, $SE = .051$, $t(41) = 1.74$, $p = .088$) with the 95% confidence interval for the difference in the mean shifting to -.036 to .502. Statistical significance expanded for the Engagement Behaviors subscale with the means staying about the same, but the significance increasing with the additional respondents to .006.

Table 12

PT Versus FT with tenure status t-*Test Results*

Survey item	Load *M* Adjusted full-time	Part-time	Mean difference	*p*
PISC	5.50	5.26	.233	.088
EB_Total	5.42	4.80	.620	.006

Note: PISC represents the total score for all 53-items on the *Professional Identity Scale in* Counseling, EB_Total is the *Engagement Behavior* subscale.

Undergraduate versus graduate. Of the 49 respondents to answer the demographic question, *What is the academic level of your current teaching responsibilities?*, 40 respondents reported teaching at the master's level, eight at the doctoral level, and one at the undergraduate level. I used the independent samples t-Test to evaluate whether there are statistically significant differences in PISC scores based on academic level, defined as undergraduate or graduate (masters and doctoral), but conclusions are limited with only one respondent to represent the undergraduate variable. Therefore, this analysis was not completed.

Masters versus doctoral. Because of the low *n* for respondents teaching undergraduate counseling courses as a comparison for those teaching graduate courses, I used the independent samples t-Test to evaluate if there were statistically significant differences in mean PISC scores between the two graduate levels (masters and doctoral). The results for these tests can be found in Appendix C. There were no statistically

significant differences in PISC overall mean score or subscale mean scores between these two academic levels. Six individual questions, three of the same questions from the analysis of full-time versus part-time load, produced statistically significant differences with master's level respondents (n = 36) scoring higher in all six questions than doctoral level respondents (n = 8), as shown in Table 13.

Table 13

Masters Versus Doctoral t-*Test Results*

Survey item	Level *M*		Mean difference	*p*
	Masters	Doctoral		
EB7. I follow up with theoretical, practical, and technical advancement in my profession by keeping up with literature (e.g., professional counseling journals, books) in the field.	5.87	5.33	.541	.045
EB13. I keep in contact with counseling professionals through training and/or professional involvement in counseling associations.	5.72	5.00	.722	.009
KP5. I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors) and their requirements for credentials.	5.69	4.87	.819	.026
AT3. I value the advancement and the future of my profession.	5.94	5.62	.319	.033
RE1. I value various professional roles (e.g., counselor, educator, consultant, and advocate) that a counseling professional can hold.	5.94	5.62	.319	.033
PV3. I would like to be more involved in professional development activities.	4.63	2.87	1.76	.003

Note. The Likert scale used for survey items included *Totally in Agreement* (6), *Agree* (5), *Neutral/Uncertain* (4-3), *Disagree* (2), *Not at all in Agreement* (1). Subscale acronyms are as follows: *EB* is *Engagement Behavior*, *KP* is *Knowledge of the Profession, AT* is *Attitude*, *RE* is *Professional Roles and Expertise*, *PP* is *Philosophy of the Profession, PV* is *Professional Values*, and *PISC* represents the total score for all 53-items on the *Professional Identity Scale in Counseling.*

In summary, the independent samples *t* tests revealed non-tenured respondents scoring higher than tenured respondents on the overall PISC mean score, but without statistical significance. Statistical significance was reflected through higher non-tenured to tenured respondent scores on the two subscales of Engagement Behaviors ($p = .615$) and the Philosophy of the Profession ($p = .031$). Full-time respondents' higher scores to part-time respondents were also different at statistically significant levels for the overall PISC measure ($p = .013$) and the Engagement Behaviors ($p = .012$) subscale. No statistically significant differences in scores were demonstrated across the variables of gender, undergraduate versus graduate, or masters versus doctoral level educators.

Correlation Analysis

The principal research question for this study sought to determine whether there is a relationship between faculty employment status (FT/PT), tenure status (tenured, non-tenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC. I ran a correlation analysis between the independent demographic variables of employment status (FT or PT), academic role (Tenure or Non-Tenure), and years of experience as a counselor educator and the DVs of the overall score on the PISC as well as the PISC subscales in separate correlation analyses. This was primarily completed in order to determine if there was any multicollinearity that would have to be dealt with as part of the later multiple linear regression analyses.

In running a Pearson Correlation analysis between all the IVs listed, no variables were highly correlated to one another at a level causing multicollinearity so no variables

needed to be removed from further analyses. The variables of academic role and years of experience as a counselor educator had medium negative correlations at the 0.01 level (r = -.425, p = .003). Academic role and employment load status also demonstrated a medium positive correlation at the 0.01 level (r = .391, p = .005). The results of these correlations is demonstrated in Table 14 with no variables causing multicollinearity in the findings so no variables were removed. The results also indicated no statistically significant correlations between the IVs and the overall PISC score, as shown in Table 15.

Table 14

Pearson Correlation: Independent Variables

		What is your load status?	What is your academic role?	Years of counselor education experience
What is your load status? ($N = 50$)	Pearson Correlation	1	.391**	-.159
	Sig. (2-tailed)		.005	.293
What is your academic role? ($N = 50$)	Pearson Correlation	.391**	1	-.425**
	Sig. (2-tailed)	.005		.003
Years of counselor education experience ($N = 46$)	Pearson Correlation	-.159	-.425**	1
	Sig. (2-tailed)	.293	.003	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 15

Pearson Correlation: Independent Variables and PISC

		What is your load status?	What is your academic role?	Years of counselor education experience	PISC
What is your load status? ($N = 50$)	Pearson correlation	1	.391**	-.159	-.263
	Sig. (2-tailed)		.005	.293	.088
What is your academic role? ($N = 50$)	Pearson correlation	.391**	1	-.425**	.125
	Sig. (2-tailed)	.005		.003	.423
Years of counselor education experience. ($N = 46$)	Pearson correlation	-.159	-.425**	1	.233
	Sig. (2-tailed)	.293	.003		.143
PISC ($N = 43$)	Pearson correlation	-.263	.125	.233	1
	Sig. (2-tailed)	.088	.423	.143	

**. Correlation is significant at the 0.01 level (2-tailed).

Multiple Linear Regression

Multiple linear regression analysis extends a simple regression model to include two or more predictive variables in comparison to evaluate the level of influence of each

variable on the outcome or DV (Field, 2013; Mthimunye, Daniels, & Pedro, 2018). This model provides the foundation for most predictive approaches in statistical analysis (Frankfort-Nachmias, Nachmias, & DeWaard, 2015). A multiple linear regression analysis assumes a linear regression between a minimum of two IVs and the outcome variable, using scatterplots to demonstrate the direction and strength of this relationship, demonstrate normality, and homoscedasticity/homogeneity of variance (Field, 2013; Pace, 2016). As noted in the above section on correlation, no multicollinearity existed between the IVs of years of experience, academic role, and employment status, so I retained all the IVs for the multiple linear regression.

I examined the predictive relationship between academic role, employment load status, years of experience, and professional counselor identity using multiple linear regression. In the forced entry method, I entered predictors into the model simultaneously, making no decisions regarding the order of the predictors (Field, 2013; Glattacker, Heyduck, & Meffert, 2013; Walton et al., 2015). I ran separate regression models for each demographic variable below for the PISC total score and each of the six subscales.

PISC total score. In the first regression model, I assessed the predictive relationships between the IVs of academic role, employment load status, years of counselor education experience, and professional counselor identity as measured by the participants' total PISC score (see Table 16). The R^2 value indicates that only 18.4% of the DV was related to the independent (predictor) variables. The predictor of load status was related to the PISC total score at a statistically significant level (p=.044) while

academic role (tenure or non-tenure) (p=.084) and years of experience (p=.093) were not. However, academic role (β=.310) and years of experience (β=.290) positively predicted the PISC score while load status negatively predicted the PISC score (β=-.335). Due to the R^2 value and the results of the regression analysis, it is determined that the model is not a good fit and no conclusive decision can be made about the null hypothesis (Field, 2013; Frankfort-Nachmias et al., 2015; Ozer, 1985).

Table 16

Multiple Linear Regression Coefficients: Independent Variables and PISC

Model		Unstandardized coefficients		Standardized coefficients		
		B	Std. error	Beta	t	Sig.
1	(Constant)	5.395	.234		23.037	.000
	What is your load status?	-.281	.134	-.335	-2.090	.044
	What is your academic role?	.200	.113	.310	1.778	.084
	Years of counselor education experience.	.012	.007	.290	1.725	.093

a. Dependent Variable: PISC

Engagement Behavior Subscale. In this second regression model, I assessed the predictive relationships between the IVs of academic role, employment load status, years of experience, and professional counselor identity as measured by the participants' Engagement Behavior (*EB_Total*) subscale scores (see Appendix D). The R^2 value indicates that 25.2% of the DV was related to the independent (predictor) variables. This value indicates that this model is a better fit than the previous model but should still be approached carefully. The predictor of load status was related to the *Engagement Behavior* subscale score at a statistically significant level (p=.013) while academic role

(p=.490) and years of experience (p=.082) were not. Due to the R^2 value and the results of the regression analysis, it is determined that the model is not a good fit and no conclusive decision can be made about the null hypothesis (Field, 2013; Ozer, 1985).

Knowledge of the Profession Subscale. With this third regression model, I assessed the predictive relationships between the IVs of employment load status, academic role, years of experience, and professional counselor identity as measured by the participants' Knowledge of the Profession (*KP_Total*) subscale scores with the results illustrated in Appendix D. Similar to the previous models, the R^2 value indicates that only 9.4% of the DV was related to the independent (predictor) variables with no statistical significance demonstrated by any predictive variables, providing an insufficient model fit and no conclusive decision regarding the null hypothesis (Field, 2013; Ozer, 1985).

Attitude subscale. With this fourth regression model, I assessed the predictive relationships between the IVs of academic role, employment load status, years of experience, and professional counselor identity as measured by the participants' Attitude (*AT_Total*) subscale scores (see Appendix D). Again similar to the previous models, the R^2 value indicates that only 9.6% of the DV was related to the independent (predictor) variables with no statistical significance demonstrated by any predictive variables, providing an insufficient model fit and no conclusive decision regarding the null hypothesis (Field, 2013; Ozer, 1985).

Professional roles and expertise subscale. With this fifth regression model, I assessed the predictive relationships between the IVs of academic role, employment load

status, years of experience, and professional counselor identity as measured by the participants' Professional Roles and Expertise (*RE_Total*) subscale scores (see Appendix D). Again similar to the previous models, the R^2 value indicates that only 12.3% of the DV was related to the independent (predictor) variables. In this model, the predictor of academic role (tenure or non-tenure) was related to the *RE_total* score at a statistically significant level (p=.041) while load status (p=.310) and years of experience (p=.112) were not. Similar to each previous model, however, due to the R^2 value and the results of the regression analysis it is determined that the model is not a good fit and no conclusive decision can be made about the null hypothesis (Field, 2013; Frankfort-Nachmias et al., 2015; Ozer, 1985).

Philosophy of the profession subscale. With this sixth regression model, I assessed the predictive relationships between the IVs of academic role, employment load status, years of experience, and professional counselor identity as measured by the participants' Philosophy of the Profession (*PP_Total*) subscale scores with the results illustrated in Appendix D. As with each of the previous models, the R^2 value indicates that only 16.7% of the DV was related to the independent (predictor) variables. Both academic role (p = .024, β=.401) and years of experience (p = .046, β=.332) demonstrated statistical significance and positive prediction to the *Philosophy of the Profession* subscale, though load status (p = .856, β=.029) did not. Due to the R^2 value and the results of the regression analysis it is determined that the model is not a good fit and no conclusive decision can be made about the null hypothesis (Ozer, 1985).

Professional values subscale. With this final regression model, I assessed the predictive relationships between the IVs of academic role, employment load status, years of experience, and professional counselor identity as measured by the participants' Professional Values (*PV_Total*) subscale scores (see Appendix D). As with each of the previous models, the R^2 value indicates that only 5.9% of the DV was related to the independent (predictor) variables with no statistical significance demonstrated by either predictive variable, providing no conclusive decision regarding the null hypothesis and determining this model is not a good fit (Field, 2013; Ozer, 1985).

Summary

The results of these seven multiple regression analyses indicated none of the models were a good fit, but because each model provided a subscale from the first regression approach, the statistical significance demonstrated with both the correlation analyses and the multiple linear regressions provides sufficient reason to partially accept the alternative hypothesis with employment load status negatively predictive (β=-.402, p = .044) of professional counselor identity as measured by the overall score on the PISC and each of the IVs providing statistically significant predictive relationship on one or more of the PISC subscales. The null hypothesis of the research question stated that there is no statistically significant relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC with the alternative hypothesis stating there is a statistically significant relationship. The IV of employment load status was statistically significant for the overall PISC score (p = .044)

and the *Engagement Behavior* subscale ($p = .013$), while academic role was statistically significant for the *Professional Roles and Expertise* ($p = .041$) and *Philosophy of the Profession* ($p = .024$) subscales, and years of experience with the *Engagement Behavior* ($p = .082$) and *Philosophy of the Profession* ($p = .046$) subscales.

This chapter analyzed the results from the survey respondents and found statistically significant relationships between the independent demographic variables and some of the resulting scores on the PISC measure and subscales. In the following chapter, I will interpret these findings with some potential explanations and rationales for these results with a discussion of the limitations of the study, recommendations for future research, and some social justice implications from this research.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

CPI is the expression of identity as different from other helping professions (e.g., counseling psychology, psychiatry, social work) with distinct trainings and licensures emphasizing the prevention of harm, wellness, lifespan development, empowerment, and advocacy (Emerson, 2010; Reiner et al., 2013; Woo, 2013; Woo et al., 2017). This unique counselor identity develops through the process of modeling, mentoring, and academic training in graduate school and continues to mature as counselors incorporate their personal and professional selves with the application of skills and self-labeling within a professional context (Dollarhide et al., 2013; Hawley & Calley, 2009; Karkouti, 2014; Pittman & Foubert, 2016). Striving to improve the collective identity of counseling in the helping professions and to improve the impending need for qualified providers, the field of counseling acknowledged the need to strengthen this identity by supporting professional identity development of counselors and counselor educators with accreditation changes, alignment of licensure standards, and unified definitions of counseling and counselor identity (Kaplan & Gladding, 2011; Kaplan et al., 2014; Remley & Herlihy, 2016).

Seemingly at odds with this emphasis in promoting professional identity development, higher education has been trending away from full-time, tenured academic roles toward contingent, part-time and adjunct faculty positions, reducing the opportunities for belonging, professional self-definition, mentoring, and discipline-specific identity development for counselor educators in nontenured positions (Gibson et

al., 2010; Levin & Hernandez, 2014; Limberg et al., 2013; Moss et al., 2014). The purpose of this quantitative study was to compare the relationship between the identity development of counselor educators as it related to their professional identity within contingent and noncontingent academic roles, teaching loads, and years of experience.

Summary and Interpretation of the Findings

Demographics

Following the initial screening and informed consent questions, I collected both personal and professional demographic information. Demographics revealed a predominately female response (66%) with a mean age of 42, but a low of 27 and a high of 73. Because the screening questions limited respondents to those with a Ph.D. in Counselor Education and Supervision and previous or current counselor educator experience, all the respondents possessed terminal degrees in counselor education and supervision. The mean time since respondents completed their Ph.D. was six years with the most recent finishing within the past few months and the longest holding the degree for 37 years.

Of the 50 respondents to answer whether their doctoral program was CACREP-accredited, 44 (88%) said yes with just six (12%) reporting that it was not. This positive response may relate to the preponderance of completed degrees within the past few years. All but one (98%) of the 50 respondents reported currently working as a counselor educator with 19 (38%) in tenured positions and 31 (62%) in nontenured, with the majority of nontenured respondents teaching full-time (21 or 67%) or adjunct (nine or 29%) and one (3%) reporting part-time status. None of the currently nontenured

respondents had ever held a tenured position before their current academic role. As seemingly reflective of the distribution of students in the counseling field, 40 (82%) of the respondents teach at the master's level with only eight (16%) at the doctoral level and one (2%) at the undergraduate level.

Research Question

RQ: What is the relationship between faculty employment status (FT/PT), tenure status (tenured, nontenured), years of experience as a counselor educator in the field, and their professional counselor identity as measured by the PISC?

Employment status. Employment status delineated academic assignments of respondents between noncontingent (full-time) and contingent (part-time and adjunct) positions, highlighting this load status as a potential factor influencing issues related to CPI development due to differences in levels of belongingness, opportunities for student and collegial engagement, mentoring, and course loads (Cunningham, 2014; Levin & Hernandez, 2014; Levin & Shaker, 2016). Drawing from the literature on professional identity development in higher education, I assumed employment load status would positively correlate with PISC scores, aligning those respondents with greater connection and belonging for professional identity in full-time positions with higher scores on the PISC. In only comparing nontenured respondents' employment status, a statistically significant difference existed with noncontingent (full-time) respondents scoring higher than contingent (part-time and adjunct) respondents on both the overall PISC score (full-time, $M = 5.58$, part-time, $M = 5.26$, $p = .013$) and on the Engagement Behaviors subscale (full-time, $M = 5.45$, part-time, $M = 4.80$, $p = .012$). This finding confirms the peer-

reviewed literature noted in Chapter 2 by highlighting the importance of full-time status for faculty as providing greater opportunity for leadership in the field of counseling, mentoring others and being mentored, maintaining training and professional involvement in counseling associations, and attending professional conferences (Burns & Cruikshanks, 2017).

Full-time positions, with or without the broader protections of tenure, provide the time, space, commitment, belonging, and future necessary for strong professional identity development (Trede et al., 2012; Van Lankveld et al., 2017). This statistically significant finding also aligns with the theoretical framework of professional identity development, highlighting the importance of belonging, connection, and safety within a professional environment to allow the exploration and alignment of personal and professional selves into a cohesive professional identity (Colbeck, 2008; Jebril, 2008). Contingent positions lack the safety, belonging, or time necessary to provide the connection and exploration inherent for engaging the profession (Magness, 2016; Moorehead et al., 2015), as evidenced by the lower scores by contingent respondents on the subscale of *Engagement Behaviors* (see Appendix C).

Tenure status. Although tied to employment status, tenure status provides an additional category for coding and comparison, matching the respondents to the categories predominating the higher education literature (Cunningham, 2014; Scholtz, 2013). As Clarke, Hyde, and Drennan (2013) and Whitchurch (2013) suggested, the tenure status or academic role provides an established professional identity for faculty with connection within and between disciplines and clear prescriptions of responsibilities

in teaching, research, service, and administrative functions. Cunningham (2014) also highlighted the sense of respect and inclusion tenure provides for faculty to integrate personal and professional selves to the demands of the role. With CACREP Standards (2015) requiring three full-time equivalent core counseling faculty for accredited programs, it was not surprising to find that about a third (38%) of the respondents reported possessing tenured status. The results were surprising, however, with no statistically significant difference existing between the overall PISC scores of tenured and nontenured respondents. Given that most (21) of the nontenured respondents held full-time positions, the status provided by a tenure title might not demonstrate the degree of professional identity development it once did.

The *Philosophy of the Profession* subscale scores also produced surprising results with respondents' scores showing statistical significance (p = .031) with nontenured respondents scoring higher (M = 5.71) than tenured respondents (M = 5.46). Woo et al.'s (2017) research confirmed the developmental aspect of professional identity using the PISC, demonstrating how statistically significant group differences with counselor educators having higher scores on the *Philosophy of the Profession* subscale fits with expectations because this subscale relates to the teaching, mentoring, and supervising components of the professional identity development process by counselor educators with students. While Woo et al. (2017) compared master's- and doctoral-level students with counselor educators, this study only compared between counselor educators. Because the PISC is designed to demonstrate CPI as a developmental process, differences in overall and subscale scores between counselor educators mostly experiencing similar training

and professional development through CACREP-accredited programs (44 of 50, or 88%, attended a CACREP-accredited doctoral program) may be more of a reflection of their current perception of academic load (contingent or noncontingent) than academic role (tenure or nontenure).

The fact that nontenured respondents scored higher on the *Philosophy of the Profession* subscale might also reflect mean age differences between respondents with nontenured faculty generally younger (n = 30, M = 40, SD = 10.68 versus tenured at n = 19, M = 45.79, SD = 12.11) and more apt to respond positively to the future-oriented empowerment questions of this subscale, such as *PP3. It is important to empower clients through an emphasis on personal strengths, PP5. Clients are able to make constructive and positive changes in their lives,* or *PV3. I would like to be more involved in professional development activities*. The other possibility is that with tenure status comes additional administrative responsibilities, as noted by Colbeck (2008) and Speck (2003), decreasing the opportunity these respondents have for promoting and engaging the philosophical identity of the profession. Future research is needed to tease out the factors influencing this difference.

Years of experience. Experience in counselor education was assumed to be a correlated factor to CPI development as many researchers have suggested CPI is a developmental process with years of experience in the field predicting the respondent's degree of professional identity maturation (Alves & Gazzola, 2011; Burkholder, 2012; Calley & Hawley, 2008; Dollarhide et al., 2013; Hawley & Calley, 2009; Woo et al., 2017). For this study, years of experience in counselor education were counted from the

date of completion of the respondent's Ph.D. in counselor education with differences in the numbers between specific time since doctoral completion (M = 6.61, SD = 8.21, minimum = 0, maximum = 37) and years as a counselor educator (M = 7.26, SD = 7.34, minimum = 0, maximum = 27). Years of experience had a medium negative correlation at the 0.01 level (r = -.425, p = .003) with the IV of academic role and no statistical significance with load status (r = -.159, p = .293). Years of experience was also not a statistically significant variable when compared to the overall PISC score (r = .233, p = .143). Years of experience did positively correlate at a statistically significant level on the *Engagement Behavior* subscale (r = .332, p = .032), suggesting that the value for engagement with additional opportunities through relationships and networking relate to increased time and experience as a counselor educator. The overall findings seem to suggest that while years of experience in counselor education may correlate to increased CPI maturity in other samples of counselors throughout their training and education process (Woo et al., 2017), when comparing years of experience among counselors with terminal degrees all teaching in the field, years of experience does not provide a predictive corollary for CPI except with the *Engagement Behavior* subscale.

CPI and the PISC scores. CPI describes the progression of the counseling field to establish an identity distinct from the related helping fields and historical roots while also providing alignment with standards, training, and credentials necessary for professional status (Burkholder, 2012; Gibson et al., 2010; Glosoff & Schwarz-Whittaker, 2013; Remley & Herlihy, 2016). As researchers have noted, CPI consists of (a) knowledge of the profession and its unique philosophy; (b) expertise in the skills and

professional roles for counselors; (c) an attitude of pride in the profession and oneself as a professional; (d) engagement through professional involvement in conferences, ethical behavior, and continued professional development; and (e) interactions with other professions through supervision, mentoring, consultation, and networking (Emerson, 2010; Remley & Herlihy, 2016; Woo, 2013). Woo (2013) designed the PISC and its six subscales (engagement behavior, knowledge of the profession, attitude, professional roles and expertise, philosophy of the profession, and professional values) to align with the current definitions of the CPI in the literature and CACREP Standards (2015) while also providing an accessible and valid measurement of CPI for the profession (Owens & Neale-McFall, 2014; Harwood, 2017; Littlefield, 2016; Reiner et al., 2013; Swickert, 1997; Urofsky, 2013; Woo et al., 2017). I utilized the PISC score as the DV for this study, seeking to determine whether the previous IVs of academic role or tenure status, employment load status, and years of experience as a counselor educator influenced or related to increased CPI as demonstrated by higher scores on the PISC.

Considering the findings of this study, I must reject the null hypothesis, accept the alternative hypothesis, and note that statistically significant relationships exist between the above factors of employment load status, tenure or academic role, years of experience, and the respondents' CPI as measured by the PISC and its subscales. The respondents' scores on the PISC aligned with scores from counselor educators in comparable studies (Woo et al., 2016; Woo et al., 2017) with this study's findings confirming the value of the PISC as a measure of CPI among counselors and counselor educators and validating the use of this tool as the mean subscale scores almost exactly

aligned with the scores of counselor educator participants in Woo et al.'s (2017) study, demonstrated in Table 17 below. The PISC continues to provide a useful tool well-aligned to the current definitions and criteria for counselor identity as laid out in the CACREP Standards (2015). CPI occurs through processes of mentoring, modeling, and academic training in graduate programs and this study seemed to demonstrate a consistency in professional identity scoring with prior research for counselor educators in the counseling field while expanding the knowledge in the field to include full-time employment status as a statistically significant predictor of CPI for counselor educators as measured by the PISC (p = .044).

Table 17

Counselor Educator score comparisons from current study and Woo et al.'s (2017) study

	Current study	Woo et al. (2017)	Mean difference
	M	*M*	
EB_Total	5.32	5.35	.03
KP_Total	5.60	5.64	.04
AT_Total	5.40	5.48	.08
RE_Total	5.76	5.76	.00
PP_Total	5.61	5.64	.03
PV_Total	4.81	4.63	.18

Note: EB is *Engagement Behavior*, *KP* is *Knowledge of the Profession, AT* is *Attitude*, *RE* is *Professional Roles and Expertise*, *PP* is *Philosophy of the Profession, PV* is *Professional Values*, and *PISC* represents the total score for all 53-items on the *Professional Identity Scale in Counseling.*

Limitations of the Study

At the outset of this study, I noted three potential limitations for this study. I noted the concern for a lower than desired response rate influencing statistical significance, the generalizability of CPI for doctoral graduates working outside counselor education, and the use of only the PISC as a metric for evaluating CPI. Regarding the response rate, I did receive sufficient total responses in relation to ensure appropriate statistical power (see Chapter 3) but when accounting for missing responses across some categories and questions, some of the categories lacked sufficient respondents to demonstrate the degree of power desired (Cohen, 1992; Field, 2013).

The lower than expected response rate was not a product of the size of the potential respondent pool as the CESNET-Listserv community was larger upon distribution than anticipated (averaged at 4,025 across the three distributions), but seemed related to either the preponderance of emails produced through the listserv producing an oversaturation with my study or because of the delimitations inherent in my study to those participants working in counselor education with a doctorate in Counselor Education and Supervision (Fan & Yan, 2010; Sauermann & Roach, 2013). I chose not to seek additional respondents through the Walden Participant Pool or snowball sampling as I determined the delimitations inherent in my study would not provide participants in addition to those already identified and sought through the CESNET-Listserv. With the findings providing scores similar to previous administrations of this measure (Woo et al., 2017) and the sample size meeting the desired effect and power (Cohen, 1992), I believe that the findings of this study can be generalized to those meeting the same demographics

and is a valid, trustworthy, and reliable measure for the relationship between these variables and CPI. However, it would be beneficial to replicate the study in order to achieve a higher response rate/number of responses to improve the possibility of generalizing the results.

The limitation of the generalizability of the study for those doctoral counselor education and supervision graduates working outside counselor education remains as the focus and intent of this study was to address the role of counselor educators and intentionally delimitated those not meeting that criteria from participation. I could have expanded and compared the difference between counselor education and supervision doctoral graduates working in counselor education and those who were not working in that field by removing the second screening question attesting to previous or current roles teaching in counseling education. However, this additional data would have only been an aside to the primary research question exploring the relationships between the IVs and DVs and would not have added to this vein of the research.

Finally, the concern for the limitation of only using the PISC to measure CPI in this study does not seem to limit the generalizability or validity of the findings as they compare with the work of previous researchers (Woo et al., 2017). As noted previously, the PISC was developed to measure CPI as defined by the current literature and CACREP Standards (Woo, 2013; Woo et al., 2017), but this definition of CPI may not reflect the changing dynamics of professional identity occurring within higher education (Gittleman, 2015; Lankveld et al., 2017). Counselor educators trained and mentored to develop strong CPI may still exhibit those traits regardless of their academic role or employment

status because these traits are inherent counselor identities and may not translate into the specific uncertainties, stresses, and frustrations occurring for counselor educators in the current climate of higher education and its trend away from tenure and full-time to more contingent faculty roles (Felton, 2016; Kaplan & Gladding, 2011). A metric that measures one's belonging to an institution or feeling of connectedness to one's role as an educator and not just to the field of counseling may better demonstrate the potential relationship between employment status, academic role, and the contextual belonging aspects of professional identity.

Recommendations

As the field of counseling continues to refine and strengthen its identity as distinct within the helping professions with emphases in prevention education, wellness, empowerment, and lifespan development, the necessary improvements in licensure portability, cultural and economic acceptance, and increased academic standards will be accepted as a normative and necessary contribution to a society in need of help. With this refined identity comes the continued need to demonstrate accountability in academic and professional training (MacLeod et al., 2016; Mascari & Webber, 2013). The PISC is a useful tool to demonstrate alignment between the components of CPI and the CACREP Standards with the skills and dispositions expected of professional counselors and counselor educators (Harwood, 2017; Littlefield, 2016; Spurgeon et al., 2012; Woo et al., 2016; Woo et al., 2017).

As demonstrated from the work of researchers cited in this study, American higher education is changing and adjusting its hiring and instruction practices to match

the current needs and demands of our society (Fanghanel, 2012; Magness, 2016; Urofsky, 2013). Researchers have highlighted how these trends are impacting other fields (Archer, 2008; Billot, 2010; Reybold & Corda, 2011; Tomlinson, 2013), but future research is needed to evaluate how these trends away from traditional tenure and full-time roles impact the training of future counselors and counselor educators in relation to professional development of the students and the educators. The 2015 CACREP Standards acknowledged this trend with the addition of requiring three core faculty for accredited institutions (CACREP, 2015; Mascari & Webber, 2016; Woo et al., 2017), but more research is needed to evaluate whether this is sufficient to transmit professional identity to future counselors and whether the lack of core status among the other faculty and the resulting limitations to their professional identity development negatively impacts the development process of CPI in the graduates.

Future research in this area should also explore the differences and distinctions of transmitting CPI through modeling, mentoring, and academic training between traditional in-person graduate training and online graduate training (Borders et al., 2011; Burkholder, 2012; Hawley & Calley, 2009; Limberg et al., 2013; Pittman & Foubert, 2016). If modeling and mentoring occur most effectively through the informal social relationships established naturally between students and teachers (Pittman & Foubert, 2016; Reiner et al., 2013), future researchers must explore what unique factors might influence these relationships when they occur in an online environment and how might this setting enhance or detract for the process of intentional professional identity development. Finally, as noted in the limitations of this study, future researchers should

explore the dynamics and factors of belonging, connection, and professional identity unique to counselor educators within this changing educational environment to assess whether the expectations of strengthened professional identity and standards for academic role and practice are aligned or at odds with one another (Clegg, 2008; Cunningham, 2014; Levin & Hernandez, 2014; Levin & Shaker, 2011; Moorehead et al., 2015) .

Implications

With the gap between available counselors and needed counselors growing (BLS, 2017), it is vital to ensure the method and means of academic training and preparation for future counselors matches the means and intention for an outcome of effective dispositional characteristics and strong professional identities among our counseling graduates. The desired results for this study were to contribute to the knowledge base in the field of counseling regarding the relationship between academic positions in higher education and the emphasis on strengthening professional identity among counselors. By evaluating whether the current hiring and academic instruction practices in counselor higher education influenced the professional identity development of counselor educators, this study could provide direction, advocacy, and positive social change in these areas to improve alignment between the vision for improved identity and the means by which that identity is transmitted from instructors in the graduate training process (Mellin et al., 2011; Moss et al., 2014; Naslund, 2015; Reiner et al., 2013; Spurgeon, 2012).

The additional social change potential of this study is to improve the equity and advocacy of the hiring practices and pay in the field by acknowledging the disparity

between academic disciplines and the importance of practicing the elements of wellness, balance, and identity development in the lives of the counselor educators that we seek to instill in our graduate students and future counselors. The CACREP Standards (2015) acknowledged the roles of leadership and advocacy as central to the professional identity of the counseling profession, with this study highlighting how these practices must begin with our counselor educators in promoting the disciplines for professional development in their lives to effectively model and mentor those in the next generation of counselors.

This study demonstrated a statistically significant relationship employment status and professional identity development with the IVs of academic role and years of experience also positively contributing to aspects of professional identity reflected through the PISC subscales. Statistically significant differences were noted across the employment ranks with nontenured, full-time counselor educators demonstrating the highest scores in CPI on the PISC. This difference suggests that while further study is needed to determine what is contributing to this difference through job satisfaction and a sense of belonging, the field of counseling needs to encourage and support both those counselor educators in this nontenured, full-time group and those who aspire to this status and role as it is from a full-time position that CPI is most effectively transmitted to future counselors and the profession at large. If the field of counseling is to continue to differentiate itself from the other helping professions by establishing distinct practices and identity around empowerment, wellness, lifespan development, and prevention education, those counselor educators leading this charge need the time, support, resources, and platforms to promote our field to both the broader constituency of helping

professionals and to the world at large, heralding the value and importance of counseling and as contributor to a healthy life (Gignac, 2015; Kaplan & Gladding, 2011; Lamar, 2013; Owens & Neale-McFall, 2014).

Conclusion

The field of counseling desires to strengthen its identity and has made great strides by defining CPI, organized around consistent factors and criteria tied to training and licensure (CACREP, 2015), with measures like the PISC designed to provide assessment along the developmental process to promote continued maturation as individuals and a profession. The landscape of higher education is changing to accommodate the economic needs and technological demands of our society and these changes are influencing the employment practices for counselor education (Levin & Hernandez, 2014). Researchers who have studied professional identity development assumed a collegial professional environment to support elements of mentoring, self-exploration, discipline identity, and socialization as critical components for the development of CPI in counselor educators, thus transmitting this established CPI to the next generation through modeling, mentoring, and academic training (Levin & Hernandez, 2014; Limberg et al., 2013; Moss et al., 2014; Pittman & Foubert, 2016).

As demonstrated by the findings of this study, the factors of academic role, employment load status, and years of experience are related to CPI. The average years of experience for the respondents of this study was six years with the change in core faculty requirements from the 2015 CACREP Standards just beginning to take effect in many counseling programs as schools seek reaccreditation. The trend away from full-time or

tenured positions will continue to influence the professional identity of counselor educators in the future. Additionally, the differences in professional identity development between counselor educators trained online by adjunct and part-time faculty with limited opportunities for mentoring and modeling is yet to be seen. If the field of counseling is to meet its vision of strengthening CPI, those factors influencing the transmission of a strong CPI from counselor educators during graduate training must be strengthened as well with a continued emphasis on supporting experienced full-time counselor educators.

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Appendix A: Demographic Questionnaire

Please respond to the following questions in the space provided.

1. Gender: a) Male b) Female
2. Age: _____ years old
3. Years since completing your PhD in Counselor Education & Supervision:

   _____ years
4. Was your program CACREP-accredited? a) Yes b) No
5. Are you currently working as a counselor educator? a) Yes b) No
6. What is the status of your current teaching position?

   a) Tenured b) Non-Tenured

   a. If non-tenured, what is your load status?

      a) Full-time b) Part-time c) Adjunct

   b. If non-tenured, have you previously held tenure?

      a) Yes b) No

   c. If previous tenure, which best describes the change in status:

      a) Retired b) Relocation c) Layoff d) Other
7. Level of current teaching responsibility:

   a) Master's level b) Doctoral Level c) Undergrad level
8. Years of counselor education teaching experience: _____ years

Appendix B: Professional Identity Scale in Counseling (PISC)

This inventory is developed to assess your thoughts and beliefs about the counseling profession and your professional identity. Please indicate your agreement with each statement by marking the number that best fits with your thoughts.

Not at all in agreement Neutral/Uncertain Totally in Agreement
[--------1----------2----------3----------4----------5----------6-------]

Factor 1: Engagement Behavior

Item #	Item	Marking '1' to '6'					
EB 1	I have membership of professional counseling associations (e.g., national, statewide, and/or regional).	1	2	3	4	5	6
EB 2	I actively engage in professional counseling association by participating in conferences and workshops every year.	1	2	3	4	5	6
EB 3	I engage in certification/licensure renewal process (e.g., LPC: Licensed Professional Counselor, NCC: National Certified Counselor).	1	2	3	4	5	6
EB 4	I have contributed to expanding my knowledge base of the profession by participating in counseling research (e.g., by being interviewed, by taking surveys).	1	2	3	4	5	6
EB 5	I have conducted counseling research.	1	2	3	4	5	6
EB 6	I have published research findings in my field.	1	2	3	4	5	6
EB 7	I follow up with theoretical, practical, and technical advancement in my profession by keeping up with literature (e.g., professional counseling journals, books) in the field.	1	2	3	4	5	6
EB 8	I engage in or seek opportunities to serve in nonrequired leadership positions (e.g., counseling association, CSI: Chi Sigma Iota, interest network, committee, volunteering work, community service).	1	2	3	4	5	6
EB 9	I educate the community and public about my profession.	1	2	3	4	5	6
EB 10	I advocate for my profession by participating in activities associated with legislation, law, and policy on counseling on behalf of the profession.	1	2	3	4	5	6
EB 11	I seek feedback/consultation from professional peers/colleagues as a form of professional development.	1	2	3	4	5	6
EB 12	I regularly communicate with a mentee who is interested in his/her professional development.	1	2	3	4	5	6
EB 13	I keep in contact with counseling professionals through training and/or professional involvement in counseling associations.	1	2	3	4	5	6

EB 14	I keep involved in ongoing discussions with counseling professionals about identity and the vision of my profession.	1	2	3	4	5	6

Factor 2: Knowledge of the Profession

KP 1	I know the origins of the counseling profession.	1	2	3	4	5	6
KP 2	I am knowledgeable of the important events and milestones (e.g., establishing ACA, state-level licensure) in counseling history.	1	2	3	4	5	6
KP 3	I am knowledgeable about ethical guidelines (e.g., codes of ethics/standards of practice) in counseling.	1	2	3	4	5	6
KP 4	I am familiar with accreditation organizations (e.g., CACREP: Council for Accreditation of Counseling & Related Educational Programs) and their standards for professional preparation.	1	2	3	4	5	6
KP 5	I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors) and their requirements for credentials.	1	2	3	4	5	6
KP 6	I am familiar with professional counseling associations (e.g., ACA: American Counseling Association) and their roles and accomplishments in the profession.	1	2	3	4	5	6
KP 7	I am knowledgeable of professional counseling journals (e.g., JCD: *The Journal of Counseling & Development*, journal(s) relevant to my specialty area) and their contents' foci and purposes in the profession.	1	2	3	4	5	6
KP 8	I am able to distinguish similarities and differences between my profession and other mental health professions (e.g., counseling psychology, social work, and psychiatry).	1	2	3	4	5	6
KP 9	I am familiar with laws (e.g., court cases, licensure) and regulations related to my profession.	1	2	3	4	5	6
KP 10	I am able to distinguish the counseling philosophy from the philosophy of other mental health professions (e.g., counseling psychology, social work, and psychiatry).	1	2	3	4	5	6

Factor 3: Attitude

AT 1	My profession has a well-established theoretical body of knowledge.	1	2	3	4	5	6
AT 2	My profession provides unique and valuable services to society.	1	2	3	4	5	6
AT 3	I value the advancement and the future of my profession.	1	2	3	4	5	6
AT 4	I recommend my profession to those who are searching for a new career related to helping professions.	1	2	3	4	5	6
AT 5	I am comfortable having discussions about the role differences between counseling and other mental health	1	2	3	4	5	6

	professions (e.g., counseling psychology, social work, and psychiatry).	
AT 6	My personality and beliefs are well matched with the characteristics and values of my profession.	1 2 3 4 5 6
AT 7	I am satisfied with my work and professional roles.	1 2 3 4 5 6
AT 8	I have a solid work-life balance and feel congruent.	1 2 3 4 5 6
AT 9	As a counseling professionals, I share my positive feelings (e.g., satisfaction) when working with people in other fields.	1 2 3 4 5 6

Factor 4: Professional Roles and Expertise

RE 1	I value various professional roles (e.g., counselor, educator, consultant, and advocate) that a counseling professional can hold.	1 2 3 4 5 6
RE 2	A counseling professional's roles and duties varies depending on settings, diverse populations served, and the person's specialty.	1 2 3 4 5 6
RE 3	Regardless of different roles (e.g., counselor, supervisor, or consultant) a major goal is client welfare.	1 2 3 4 5 6
RE 4	I believe a counseling professional should value the importance of advocacy for the populations that the person serves.	1 2 3 4 5 6
RE 5	I believe a counseling professional should value the importance of advocacy for the profession that the person belongs to.	1 2 3 4 5 6
RE 6	I will/have completed professional training and standard education to perform my duties in my roles.	1 2 3 4 5 6
RE 7	I have professional knowledge and practical skills required to successfully perform my roles.	1 2 3 4 5 6
RE 8	I am confident that there will be positive outcomes of my work and services.	1 2 3 4 5 6
RE 9	I am knowledgeable of ethical responsibilities and professional standards relevant to my roles.	1 2 3 4 5 6

Factor 5: Philosophy of the Profession

PP 1	The preventative approach is emphasized in the counseling philosophy.	1 2 3 4 5 6
PP 2	It is important to view clients holistically, focusing on the integration of the mind, body, and spirit.	1 2 3 4 5 6
PP 3	It is important to empower clients through an emphasis on personal strengths.	1 2 3 4 5 6
PP 4	Advocacy for clients is emphasized in the counseling philosophy.	1 2 3 4 5 6
PP 5	Clients are able to make constructive and positive changes in their lives.	1 2 3 4 5 6
PP 6	Interactions in counseling are based on the relationship between counselor and client.	1 2 3 4 5 6

PP 7	Research is an important part of the counseling profession.	1	2	3	4	5	6

Factor 6: Professional Values

PV 1	I believe counseling is different from other mental health professions (e.g., counseling psychology, social work, and psychiatry).	1	2	3	4	5	6
PV 2	It bothers me to meet people who do not recognize my profession.	1	2	3	4	5	6
PV 3	I would like to be more involved in professional development activities.	1	2	3	4	5	6
PV 4	I believe core counselor education courses (e.g., career counseling, multicultural counseling, and group counseling) should be taught by counselor educators instead of other mental health professionals (e.g., psychologists, social workers, and psychiatrists).	1	2	3	4	5	6

Appendix C: Results of the Independent *t* Tests for All Independent Variables

Role

	Independent Samples Test: *Role*		Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
EB1.	I have membership of professional counseling associations (e.g., national, statewide, and/or regional).	Equal variances assumed	.090	.766	-.088	43	.930	-.01050	.11902	-.25053	.22952
		Equal variances not assumed			-.080	24.297	.937	-.01050	.13185	-.28245	.26144
EB2.	I actively engage in professional counseling association by participating in conferences and workshops every year.	Equal variances assumed	.228	.635	.022	43	.983	.00630	.28598	-.57043	.58304
		Equal variances not assumed			.023	39.615	.982	.00630	.27073	-.54104	.55364
EB3.	I engage in certification/licensure renewal process (e.g., LPC: Licensed Professional Counselor, NCC: National Certified Counselor).	Equal variances assumed	9.753	.003	1.566	42	.125	.58606	.37433	-.16938	1.34149
		Equal variances not assumed			1.938	29.841	.062	.58606	.30237	-.03161	1.20373
EB4.	I have contributed to expanding my knowledge base of the profession by participating in counseling research (e.g., by being interviewed, by taking surveys).	Equal variances assumed	2.521	.120	-1.015	43	.316	-.33613	.33127	-1.00421	.33194
		Equal variances not assumed			-.917	24.368	.368	-.33613	.36664	-1.09223	.41996
EB5.	I have conducted counseling research.	Equal variances assumed	3.353	.074	.830	43	.411	.24160	.29091	-.34509	.82828
		Equal variances not assumed			.956	42.468	.345	.24160	.25285	-.26851	.75170
EB6.	I have published research findings in my field.	Equal variances assumed	.019	.892	-.343	43	.734	-.15546	.45377	-1.07058	.75965
		Equal variances not assumed			-.328	29.346	.745	-.15546	.47429	-1.12500	.81408
EB7.	I follow up with theoretical, practical, and technical advancement in my profession by keeping up with literature (e.g., professional counseling journals, books) in the field.	Equal variances assumed	2.564	.117	-.078	43	.938	-.01681	.21474	-.44988	.41626
		Equal variances not assumed			-.087	42.809	.931	-.01681	.19348	-.40706	.37344
EB8.	I engage in or seek opportunities to serve in nonrequired leadership positions (e.g., counseling association, CSI: Chi Sigma Iota, interest network, committee, volunteering work, community service).	Equal variances assumed	3.455	.070	1.700	43	.096	.61134	.35969	-.11404	1.33673
		Equal variances not assumed			2.019	39.836	.050	.61134	.30280	-.00071	1.22339
EB9.	I educate the community and public about my profession.	Equal variances assumed	.501	.483	.620	42	.539	.18301	.29526	-.41285	.77887
		Equal variances not assumed			.646	38.500	.522	.18301	.28350	-.39067	.75668
EB10.	I advocate for my profession by participating in activities associated with legislation, law, and policy on counseling on behalf of the profession.	Equal variances assumed	5.657	.022	1.836	43	.073	.77311	.42110	-.07612	1.62234
		Equal variances not assumed			2.053	42.958	.046	.77311	.37664	.01353	1.53269
EB11.	I seek feedback/consultation from professional peers/colleagues as a form of professional development.	Equal variances assumed	.054	.817	-.965	43	.340	-.24160	.25029	-.74635	.26316
		Equal variances not assumed			-.949	32.094	.350	-.24160	.25461	-.76016	.27697

(table continues)

	Independent Samples Test: *Role*		Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
EB12.	I regularly communicate with a mentee who is interested in his/her professional development.	Equal variances assumed	.140	.710	-.274	43	.785	-.11765	.42914	-.98309	.74780
		Equal variances not assumed			-.284	37.742	.778	-.11765	.41406	-.95605	.72075
EB13.	I keep in contact with counseling professionals through training and/or professional involvement in counseling associations.	Equal variances assumed	.875	.355	.075	43	.941	.01681	.22475	-.43644	.47005
		Equal variances not assumed			.084	42.994	.933	.01681	.20020	-.38695	.42056
EB14.	I keep involved in ongoing discussions with counseling professionals about identity and the vision of my profession.	Equal variances assumed	.131	.719	-.554	43	.583	-.19118	.34517	-.88728	.50492
		Equal variances not assumed			-.561	35.238	.579	-.19118	.34097	-.88322	.50087
KP1.	I know the origins of the counseling profession.	Equal variances assumed	.960	.333	-.400	43	.691	-.05672	.14196	-.34301	.22956
		Equal variances not assumed			-.366	25.427	.717	-.05672	.15502	-.37572	.26228
KP2.	I am knowledgeable of the important events and milestones (e.g., establishing ACA, state-level licensure) in counseling history.	Equal variances assumed	.245	.623	.850	43	.400	.17227	.20257	-.23625	.58078
		Equal variances not assumed			.868	36.158	.391	.17227	.19840	-.23005	.57459
KP3.	I am knowledgeable about ethical guidelines (e.g., codes of ethics/standards of practice) in counseling.	Equal variances assumed	2.942	.094	-.892	43	.377	-.11555	.12957	-.37686	.14576
		Equal variances not assumed			-.852	29.172	.401	-.11555	.13568	-.39297	.16188
KP4.	I am familiar with accreditation organizations (e.g., CACREP: Council for Accreditation of Counseling & Related Educational Programs) and their standards for professional preparation.	Equal variances assumed	3.873	.056	-.994	43	.326	-.17437	.17538	-.52805	.17931
		Equal variances not assumed			-.906	25.012	.374	-.17437	.19250	-.57083	.22209
KP5.	I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors) and their requirements for credentials.	Equal variances assumed	1.157	.288	.301	43	.765	.08824	.29326	-.50318	.67965
		Equal variances not assumed			.343	42.812	.733	.08824	.25718	-.43049	.60696
KP6.	I am familiar with professional counseling associations (e.g., ACA: American Counseling Association) and their roles and accomplishments in the profession.	Equal variances assumed	.044	.835	-.049	43	.961	-.00840	.17064	-.35253	.33572
		Equal variances not assumed			-.048	31.405	.962	-.00840	.17474	-.36459	.34779
KP7.	I am knowledgeable of professional counseling journals (e.g., JCD: *The Journal of Counseling & Development*, journal(s) relevant to my specialty area) and their contents' foci and purposes in the profession.	Equal variances assumed	.022	.881	-.168	43	.867	-.03151	.18749	-.40963	.34660
		Equal variances not assumed			-.168	34.161	.867	-.03151	.18707	-.41162	.34860

(table continues)

Independent Sample Test: *Role*			Levene's Test for Equality of Variances		*t*-test for Equality of Means						
										95% Confidence Interval of the Difference	
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
KP8.	I am able to distinguish similarities and differences between my profession and other mental health professions (e.g., counseling psychology, social work, and psychiatry)	Equal variances assumed	3.201	.081	-.983	43	.331	-.20798	.21148	-.63447	.21851
		Equal variances not assumed			-.921	27.343	.365	-.20798	.22583	-.67108	.25511
KP9.	I am familiar with laws (e.g., court cases, licensure) and regulations related to my profession.	Equal variances assumed	1.272	.266	.596	43	.554	.13866	.23254	-.33032	.60763
		Equal variances not assumed			.644	41.427	.523	.13866	.21536	-.29614	.57345
KP10.	I am able to distinguish the counseling philosophy from the philosophy of other mental health professions (e.g., counseling psychology, social work, and psychiatry).	Equal variances assumed	.047	.830	-.186	43	.853	-.04202	.22532	-.49642	.41239
		Equal variances not assumed			-.188	34.819	.852	-.04202	.22345	-.49573	.41169
AT1.	My profession has a well-established theoretical body of knowledge.	Equal variances assumed	2.049	.160	-.363	43	.718	-.11765	.32406	-.77117	.53588
AT2.	My profession provides unique and valuable services to society.	Equal variances assumed	4.377	.042	-1.066	43	.292	-.22059	.20698	-.63800	.19682
		Equal variances not assumed			-.944	22.932	.355	-.22059	.23361	-.70392	.26275
AT3.	I value the advancement and the future of my profession.	Equal variances assumed	.830	.367	-.553	43	.583	-.06933	.12537	-.32216	.18351
		Equal variances not assumed			-.561	35.472	.578	-.06933	.12358	-.32009	.18143
AT4.	I recommend my profession to those who are searching for a new career related to helping professions	Equal variances assumed	.051	.823	-.403	43	.689	-.07773	.19284	-.46662	.31116
		Equal variances not assumed			-.404	34.116	.689	-.07773	.19248	-.46885	.31339
AT5.	I am comfortable having discussions about the role differences between counseling and other mental health professions (e.g., counseling psychology, social work, and psychiatry).	Equal variances assumed	.193	.662	.115	43	.909	.02731	.23741	-.45147	.50609
		Equal variances not assumed			.126	42.323	.900	.02731	.21662	-.40975	.46437
AT6.	My personality and beliefs are well matched with the characteristics and values of my profession.	Equal variances assumed	.380	.541	-1.127	43	.266	-.32563	.28900	-.90846	.25720
		Equal variances not assumed			-1.201	40.419	.237	-.32563	.27113	-.87343	.22217

(table continues)

	Independent Samples Test: *Role*		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
			F	Sig.	t	df	Sif. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
AT7.	I am satisfied with my work and professional roles.	Equal variances assumed	6.086	.018	1.020	43	.313	.24370	.23885	-.23800	.72539
		Equal variances not assumed			1.158	42.922	.253	.24370	.21046	-.18076	.66815
AT8.	I have a solid work-life balance and feel congruent.	Equal variances assumed	8.156	.007	-1.674	43	.101	-.66807	.39919	-1.47310	.13697
		Equal variances not assumed			-1.464	22.059	.157	-.66807	.45639	-1.61443	.27829
AT9.	As a counseling professionals, I share my positive feelings (e.g., satisfaction) when working with people in other fields.	Equal variances assumed	.258	.614	-1.023	43	.312	-.21849	.21353	-.64912	.21215
		Equal variances not assumed			-.970	28.509	.340	-.21849	.22515	-.67932	.24235
RE1.	I value various professional roles (e.g., counselor, educator, consultant, and advocate) that a counseling professional can hold.	Equal variances assumed	.830	.367	-.553	43	.583	-.06933	.12537	-.32216	.18351
		Equal variances not assumed			-.561	35.472	.578	-.06933	.12358	-.32009	.18143
RE2.	A counseling professional's roles and duties varies depending on settings, diverse populations served, and the person's specialty.	Equal variances assumed	6.183	.017	-1.280	43	.208	-.19748	.15432	-.50869	.11374
		Equal variances not assumed			-1.165	24.965	.255	-.19748	.16949	-.54658	.15162
RE3.	Regardless of different roles (e.g., counselor, supervisor, or consultant) a major goal is client welfare.	Equal variances assumed	22.598	.000	-2.163	43	.036	-.25840	.11949	-.49937	-.01744
		Equal variances not assumed			-1.758	18.029	.096	-.25840	.14698	-.56717	.05036
RE4.	I believe a counseling professional should value the importance of advocacy for the populations that the person serves.	Equal variances assumed	3.494	.068	-1.009	43	.319	-.13866	.13748	-.41591	.13860
		Equal variances not assumed			-.968	29.678	.341	-.13866	.14321	-.43126	.15395
RE5.	I believe a counseling professional should value the importance of advocacy for the profession that the person belongs to.	Equal variances assumed	.053	.819	-.411	43	.683	-.11345	.27606	-.67018	.44329
		Equal variances not assumed			-.444	41.496	.659	-.11345	.25541	-.62907	.40218
RE6.	I will/have completed professional training and standard education to perform my duties in my roles.	Equal variances assumed	10.125	.003	-1.600	43	.117	-.18697	.11683	-.42258	.04863
		Equal variances not assumed			-1.455	24.833	.158	-.18697	.12853	-.45177	.07782
RE7.	I have professional knowledge and practical skills required to successfully perform my roles.	Equal variances assumed	8.120	.007	-1.392	43	.171	-.18697	.13433	-.45789	.08394
		Equal variances not assumed			-1.210	21.673	.239	-.18697	.15451	-.50768	.13373
RE8.	I am confident that there will be positive outcomes of my work and services.	Equal variances assumed	3.470	.069	-1.648	43	.107	-.24370	.14790	-.54197	.05457
		Equal variances not assumed			-1.602	30.978	.119	-.24370	.15208	-.55388	.06649
RE9.	I am knowledgeable of ethical responsibilities and professional standards relevant to my roles.	Equal variances assumed	5.145	.028	-1.141	43	.260	-.12815	.11231	-.35465	.09835
		Equal variances not assumed			-1.054	26.133	.302	-.12815	.12161	-.37806	.12176

(table continues)

	Independent Samples Test: *Role*		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
										95% Confidence Interval of the Difference	
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PP1.	The preventative approach is emphasized in the counseling philosophy.	Equal variances assumed	.030	.862	-.255	43	.800	-.06092	.23850	-.54190	.42005
		Equal variances not assumed			-.255	33.611	.800	-.06092	.23918	-.54720	.42535
PP2.	It is important to view clients holistically, focusing on the integration of the mind, body, and spirit.	Equal variances assumed	2.662	.110	-.876	43	.386	-.12815	.14632	-.42322	.16692
		Equal variances not assumed			-.814	26.670	.423	-.12815	.15744	-.45138	.19508
PP3.	It is important to empower clients through an emphasis on personal strengths.	Equal variances assumed	13.902	.001	-2.157	43	.037	-.36345	.16850	-.70326	-.02364
		Equal variances not assumed			-1.903	22.649	.070	-.36345	.19096	-.75881	.03192
PP4.	Advocacy for clients is emphasized in the counseling philosophy.	Equal variances assumed	1.976	.167	-1.309	43	.197	-.28992	.22148	-.73657	.15673
		Equal variances not assumed			-1.209	26.155	.237	-.28992	.23975	-.78259	.20275
PP5.	Clients are able to make constructive and positive changes in their lives.	Equal variances assumed	25.710	.000	-2.726	43	.009	-.42227	.15490	-.73466	-.10988
		Equal variances not assumed			-2.296	19.803	.033	-.42227	.18390	-.80613	-.03841
PP6.	Interactions in counseling are based on the relationship between counselor and client.	Equal variances assumed	1.717	.197	-1.388	43	.172	-.22059	.15891	-.54105	.09988
		Equal variances not assumed			-1.391	34.110	.173	-.22059	.15862	-.54291	.10173
PP7.	Research is an important part of the counseling profession.	Equal variances assumed	8.906	.005	-1.468	43	.149	-.31513	.21461	-.74793	.11768
		Equal variances not assumed			-1.274	21.524	.216	-.31513	.24742	-.82890	.19865
PV1.	I believe counseling is different from other mental health professions (e.g., counseling psychology, social work, and psychiatry).	Equal variances assumed	.606	.441	-.931	43	.357	-.25210	.27069	-.79800	.29380
		Equal variances not assumed			-.852	25.343	.402	-.25210	.29590	-.86111	.35691
PV2.	It bothers me to meet people who do not recognize my profession.	Equal variances assumed	.417	.522	.362	43	.719	.14706	.40575	-.67121	.96533
		Equal variances not assumed			.362	33.903	.719	.14706	.40581	-.67772	.97184
PV3.	I would like to be more involved in professional development activities.	Equal variances assumed	1.437	.237	-2.159	43	.036	-1.00840	.46711	-1.95042	-.06638
		Equal variances not assumed			-2.129	32.440	.041	-1.00840	.47362	-1.97262	-.04418

(table continues)

			Levene's Test for Equality of Variances		t-test for Equality of Means						
	Independent Samples Test: *Role*		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PV4.	I believe core counselor education courses (e.g., career counseling, multicultural counseling, and group counseling) should be taught by counselor educators instead of other mental health professionals (e.g., psychologists, social workers, and psychiatrists).	Equal variances assumed	.208	.651	-.237	43	.814	-.10714	.45140	-1.01747	.80319
		Equal variances not assumed			-.230	30.674	.820	-.10714	.46555	-1.05705	.84277
	EB_Total	Equal variances assumed	.737	.396	.615	41	.542	.10779	.17540	-.24643	.46201
		Equal variances not assumed			.645	39.269	.523	.10779	.16720	-.23033	.44591
	KP_Total	Equal variances assumed	2.233	.142	-.175	43	.862	-.02374	.13550	-.29699	.24951
		Equal variances not assumed			-.163	26.907	.872	-.02374	.14540	-.32213	.27465
	AT_Total	Equal variances assumed	2.714	.107	-1.158	43	.253	-.15850	.13682	-.43443	.11744
		Equal variances not assumed			-1.111	29.608	.275	-.15850	.14263	-.44995	.13295
	RE_Total	Equal variances assumed	8.226	.006	-1.810	43	.077	-.16923	.09347	-.35774	.01927
		Equal variances not assumed			-1.578	21.828	.129	-.16923	.10725	-.39176	.05329
	PP_Total	Equal variances assumed	13.162	.001	-2.224	43	.031	-.25720	.11564	-.49041	-.02400
		Equal variances not assumed			-1.897	20.516	.072	-.25720	.13556	-.53951	.02511
	PV_Total	Equal variances assumed	.028	.867	-1.129	43	.265	-.30515	.27024	-.85014	.23985
		Equal variances not assumed			-1.082	29.477	.288	-.30515	.28209	-.88168	.27138
	PISC	Equal variances assumed	2.672	.110	-.809	41	.423	-.08384	.10357	-.29301	.12533
		Equal variances not assumed			-.765	27.935	.451	-.08384	.10960	-.30836	.14068

Note. Individual question and subscale acronyms are as follows: *EB* is *Engagement Behavior*, *KP* is *Knowledge of the Profession, AT* is *Attitude*, *RE* is *Professional Roles and Expertise*, *PP* is *Philosophy of the Profession, PV* is *Professional Values*, and *PISC* represents the total score for all 53-items on the *Professional Identity Scale in Counseling.*

Appendix D: Multiple Linear Regression Coefficient Tables

Table D 1

Multiple Linear Regression: Independent Variables and PISC

Model	Variables Entered	Variables Removed	Method
1	Years of counselor education experience, what is your load status?, What is your current academic role?[b]	.	Enter

a. Dependent Variable: PISC
b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429[a]	.184	.118	.29976

a. Predictors: (Constant), Years of counselor education experience, what is your load status?, What is your current academic role?
b. Dependent Variable: PISC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.749	3	.250	2.777	.055[b]
	Residual	3.325	37	.090		
	Total	4.073	40			

a. Dependent Variable: PISC
b. Predictors: (Constant), Years of counselor education experience, what is your load status?, What is your current academic role?

Multiple Linear Regression Coefficients: Independent Variables and PISC

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.395	.234		23.037	.000
	What is your load status?	-.281	.134	-.335	-2.090	.044
	What is your current academic role?	.200	.113	.310	1.778	.084
	Years of counselor education experience.	.012	.007	.290	1.725	.093

a. Dependent Variable: PISC

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	5.2467	5.7483	5.4749	.13680	41
Residual	-.65253	.44763	.00000	.28830	41
Std. Predicted Value	-1.668	1.999	.000	1.000	41
Std. Residual	-2.177	1.493	.000	.962	41

a. Dependent Variable: PISC

Table D 2

Multiple Linear Regression: Independent Variables and EB_Total (*Engagement Behavior* subscale)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years of counselor education experience, what is your load status?, What is your academic role?[b]	.	Enter

a. Dependent Variable: EB_Total, *Engagement Behavior*
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502[a]	.252	.191	.49780

a. Predictors: (Constant), Years of counselor education experience, what is your load status?, What is your current academic role?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.086	3	1.029	4.151	.012[b]
	Residual	9.169	37	.248		
	Total	12.255	40			

a. Dependent Variable: EB_Total, *Engagement Behavior*
b. Predictors: (Constant), Years of counselor education experience, what is your load status?, What is your current academic role?

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.654	.389		14.538	.000
	What is your load status?	-.585	.223	-.402	-2.622	.013
	What is your current academic role?	.131	.187	.116	.698	.490
	Years of counselor education experience	.021	.012	.287	1.787	.082

a. Dependent Variable: EB_Total, *Engagement Behavior*

Table D 3

Multiple Linear Regression: Independent Variables and KP_Total (Knowledge of the Profession Subscale)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years of counselor educator experience, What is your load status?, What is your current academic role?[b]	.	Enter

a. Dependent Variable: KP_Total, *Knowledge of the Profession*
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306[a]	.094	.024	.42182

a. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.717	3	.239	1.344	.274[b]
	Residual	6.939	39	.178		
	Total	7.657	42			

a. Dependent Variable: KP_Total, *Knowledge of the Profession*
b. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.609	.308		18.189	.000
	What is your load status?	-.245	.178	-.226	-1.377	.176
	What is your current academic role?	.127	.155	.145	.816	.420
	Years of counselor educator experience	.014	.009	.240	1.430	.161

a. Dependent Variable: KP_Total, *Knowledge of the Profession*

Table D 4

Multiple Linear Regression: Independent Variables and AT_Total (Attitude Subscale)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years of counselor educator experience, What is your load status?, What is your current academic role?[b]	.	Enter

a. Dependent Variable: AT_Total, *Attitude*
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.310[a]	.096	.027	.43546

a. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.787	3	.262	1.384	.262[b]
	Residual	7.395	39	.190		
	Total	8.183	42			

a. Dependent Variable: AT_Total, *Attitude*
b. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.141	.318		16.147	.000
	What is your load status?	-.220	.184	-.197	-1.201	.237
	What is your current academic role?	.287	.160	.318	1.792	.081
	Years of counselor educator experience	.012	.010	.212	1.269	.212

a. Dependent Variable: AT_Total, *Attitude*

Table D 5

Multiple Linear Regression: Independent Variables and RE_Total (Professional Roles and Expertise Subscale)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years of counselor educator experience, What is your load status?, What is your current academic role?[b]	.	Enter

a. Dependent Variable: RE_Total, *Professional Roles and Expertise*
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.351[a]	.123	.055	.27831

a. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.423	3	.141	1.822	.159[b]
	Residual	3.021	39	.077		
	Total	3.444	42			

a. Dependent Variable: RE_Total, *Professional Roles and Expertise*
b. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.500	.203		27.030	.000
	What is your load status?	-.122	.117	-.168	-1.041	.304
	What is your current academic role?	.216	.102	.369	2.109	.041
	Years of counselor educator experience	.010	.006	.268	1.628	.112

a. Dependent Variable: RE_Total, *Professional Roles and Expertise*

Table D 6

Multiple Linear Regression: Independent Variables and PP_Total (Philosophy of the Profession Subscale)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years of counselor educator experience, What is your load status?, What is your current academic role?[b]	.	Enter

a. Dependent Variable: PP_Total, *Philosophy of the Profession*
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409[a]	.167	.103	.36200

a. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.024	3	.341	2.605	.065[b]
	Residual	5.111	39	.131		
	Total	6.135	42			

a. Dependent Variable: PP_Total, *Philosophy of the Profession*
b. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.969	.265		18.777	.000
	What is your load status?	.028	.153	.029	.182	.856
	What is your current academic role?	.314	.133	.401	2.353	.024
	Years of counselor educator experience	.017	.008	.332	2.065	.046

a. Dependent Variable: PP_Total, *Philosophy of the Profession*

Table D 7

Multiple Linear Regression: Independent Variables and PV_Total (Professional Values subscale)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years of counselor educator experience, What is your load status?, What is your current academic role?[b]	.	Enter

a. Dependent Variable: PV_Total, *Professional Values*
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244[a]	.059	-.013	.90151

a. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.999	3	.666	.820	.491[b]
	Residual	31.696	39	.813		
	Total	33.695	42			

a. Dependent Variable: PV_Total, *Professional Values*
b. Predictors: (Constant), Years of counselor educator experience, What is your load status?, What is your current academic role?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.811	.659		7.300	.000
	What is your load status?	-.240	.380	-.105	-.631	.532
	What is your current academic role?	.255	.332	.139	.768	.447
	Years of counselor educator experience	-.019	.020	-.162	-.951	.348

a. Dependent Variable: PV_Total, *Professional Values*